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(Re)building a new Jerusalem

The formation of the new Education Alliance under the auspices of the Trades Union Congress but comprising 26 other organizations (including both Natfhe and the AUT) is an important and a hopeful event for higher education. Of course, it would be unfair to suggest that up until the present there had been no effective resistance to the Government's attack on both opportunities and quality within higher education. The UGC, the CNA, the vice chancellors' committee, the polytechnic directors, the college principals, and, of course, the AUT and Natfhe separately and singly, have all resisted in their own ways these damaging policies of decline.

But the formation of the Education Alliance does offer a new opportunity perhaps for a more united and a more public fight back. At the very least, the existence of such a common front will act as a brake on any special sectional pleading. At the best it may provide a focus for a campaign for higher education that transcends the simply defensive and restorative and goes over to the offensive by emphasizing the primitive development of British higher education in terms of access and opportunity (and liberality?) and the pressing need for improvement.

The creation of the new alliance is a deliberate attempt by the TUC and its partners to revive the spirit of an earlier alliance between trade unions and left-wing groups in the 1940s which played an important part in building up the national consensus in favour of educational reform which underpinned the 1944 Education Act. But it will be difficult for the new alliance to repeat the success of the old one almost 40 years ago.

The reason for this scepticism, of course, has nothing to do with the objectives of the alliance. No civilized or responsible person can really dissent from any item in its programme. Who, after all, does not want to see nursery education for all who desire or need it, or a new deal for 16 to 19-year-olds in the no man's land between school and work, or improved access to higher education, or more opportunities for

adults to study. But that is where the arguments start. Some argue (wrongly) that such progress cannot be made by the short cut of reflation but only by the stony road of economic rectitude. Others argue (rightly) that such progress can only be made if it goes hand-in-hand with a reassessment of the value of large bureaucratic institutions (and the bureaucratic privileges they shelter?). All these, and many other, questions will have to be engaged by the new alliance.

But even these questions, difficult as they are, are not the grounds for our scepticism. These are simply two. First, the alliance is trying to protect or restore the status quo, a much less radical and probably less stirring task than the agitation for reform undertaken by the alliance of the 1940s. Despite the part in its manifesto about "our vision of the sort of education service we are convinced a fully democratic society needs", the new alliance is as much looking back to a golden age as forward to a new Jerusalem.

It is almost inevitable that this should be the perspective of the alliance. The immediate priority, after all, is to stop things getting worse, not to make them better. There would be little point in elaborating a vision of the future when the present was crumbling all around. Also the author of the cuts, the Government, is an external and easily identified enemy. The obstacles to the realization of a more liberal system of education for the future, in contrast, are often to be found in the conservative attitudes of many members of the very organizations represented in the alliance. After all, the restrictive character of much of British education is as much the product of the values of the teaching profession, from primary to university levels, as of the lack of public expenditure.

For such reasons it is important that the alliance should not concentrate all its effort on its first goal, confronting government policies, and none on the second, converting its rank-and-file members and the people at large to its more liberal vision of education. If it does make this mistake, its activity is all

too likely to be stigmatized as a lobby for the preservation of public sector and/or professional privilege.

The second ground for scepticism about the eventual success of the Education Alliance is closely linked to the first. It is simply that the tide of public opinion in 1981 seems either to be flowing against social reform or at the best is sluggish and stagnant, while in the 1940s it was flowing strongly in its favour. Of course, the often applauded or deplored "swing to the right" is probably much weaker than it often appears. So it would be wrong for the alliance to feel that it was powerless in the face of powerful contrary currents. After all, it is the efforts of campaigns such as the Education Alliance which make or break public opinion.

Yet it would be equally wrong to underestimate the scale of the task of persuasion faced by the alliance. The move to the right is not just a phantasm conjured up by the right-wing press. The confusion about the success of ambitious social and educational programmes, the disenchantment with over-bureaucratic services and the suspicion of professional privilege, and the insecurity bred by the end of the postwar boom and fed by the present recession, are all authentic and influential currents in public opinion today. Certainly, the climate is very much less favourable than it was during the 1940s, which with the Lloyds George was Chancellor before the First World War have the strongest claim to be regarded as Britain's most radical twentieth century decade.

What the Education Alliance must try to do is not simply to defend existing institutions and the opportunities they represent but to start to rebuild a national consensus in favour of educational development and liberal reform. Indeed it is that the present system can be effectively defended. It is at least only succeed if it is as least as much about the regeneration of ideas as it is about the protection of jobs and institutions.

Forcing concessions on mobility

The issue of student mobility has reached the agenda of next month's meeting of Commonwealth heads of government at an opportune time indeed. Without the stimulus of a debate in such an exalted forum, the Government could have been forgiven for believing that its policy on overseas students' fees was now secure, a very minor political storm having blown itself out.

Outside the aid agencies and student bodies' reaction to full-cost fees was never more than muted. Predictably, the question aroused little public sympathy and ministers' promises of careful monitoring followed by corrective action if necessary were sufficient to quell the anxiety of most critics in the ranks of Tory MPs. Labour's hands were not entirely clean where foreign students were concerned; so the Government has not felt the need to make more than minimal concessions.

Although two Select Committees have taken the Government to task for its policy, pressure of business has prevented either from following up the points made and summarily dismissed last year. A half-hearted attempt to keep track of events was made by the Foreign Affairs Committee's sub-committee on overseas development; but neither it nor the Education Committee is likely to have the time to produce a full report, which is the only means by which they can apply real pressure. Extravagant predictions of the de-

cline in foreign student numbers by witnesses to their previous inquiries would not help the Select Committee if they were able to pursue the issue with the Government. The total of students from abroad did drop considerably last year and should be a cause for concern, but exaggerated prophecies of immediate disaster have provided a convenient measuring stick for ministers.

Indeed, Mr William Dodd, chief education adviser to the Overseas Development Administration, told MPs little more than a month ago that the figures had been better than expected and no review of policy was envisaged for the moment. He held out the promise of vigilant monitoring for an undetermined period but with no certainty that any action would result.

It seems, therefore, that the Melbourne conference provides the only hope of eliciting further worthwhile concessions for the foreseeable future. Pressure groups rightly attach the highest importance to the debate, but though it may be once civil servants have been brushed out of a draft agreement for the prime ministers. The meeting will, at the very least, put the question back on the Cabinet table for further discussion.

One hopes that it will do more than that, because Mr Thatcher would be wrong to dismiss the item as a mere supporting feature included to fill up the agenda. Reac-

tion to the introduction of full-cost fees has been a far cry in the developing nations of the Commonwealth to that prevailing in Britain. The education ministers may have been prepared to wait and see how seriously higher fees would damage mobility from the Third World, but the heads of government will want to know whether even their limited recommendations have not been implemented.

The fact that some of the most concerned nations are also among Britain's most valuable Commonwealth trading partners should not escape Mrs Thatcher's notice. President Aghaji Shehu Shagari of Nigeria has already raised the matter with her on his recent visit to London and she will find Malaysia another vehement critic.

Best wishes,
G. Phipps
Admissions Officer

Dear George,
I see that you were successful in obtaining the following 'A' grades in your recent examination:
Geography A
Economics B
English C

Congratulations. These are good results. Unfortunately, however, they do not quite fit the terms of the conditional offer which you received from the English department of the University of Cambridge, namely: Geography B
Economics A
English C

In the circumstances we have an alternative but to withdraw our offer. I know this will be a disappointment to you but you will appreciate that we have to maintain academic standards, perhaps you will be luckier next year.
Best wishes,
G. Phipps

Dear Martin,
I see that you obtained four 'A' grades in your recent GCE A Level examinations. This result needs to be set alongside the conditional offer which you received from our studies department of two 'B's. Now you may feel that this is a little pedantic but



("Many universities will begin immediate implementation of UGC cuts this autumn by insisting upon A level students acquiring the exact grade specified in their conditional offer" - *The Times*)

The Undergraduate Admissions Office
September 3

Dear Michael,
May I formally congratulate you on the results you obtained in your recent advanced-level GCE examinations. These were first class, in three subjects for which you were entered - History, English, and French - you obtained two A grades and one B grade. A splendid achievement, which I am sure you will agree is as much a credit to your family and teachers as it is to your own application and intelligence.

I am now writing to you in connexion with your application for a place in the history department of this university. You will remember that when you initially applied I asked you to visit us for an interview. At that interview your prospective tutors were impressed to make you a conditional offer of three C's.

What I now wish to make clear is that it was exactly three C's which was meant. That is, not C's, old approximation, such as two A's and a B.

You see, what they try to achieve in the history department is a balance of ability, a sort of intellectual cross-section of students. And they very much had you in mind down as just above average ability - that is three C's. Now A's and B's come along with two A's and a B, you will appreciate that you simply don't fit in.

Unfortunately then we will be unable to offer you a place this year. I know this will be a disappointment to you but I hope you will try again next year and will perhaps then be more successful in matching the somewhat lower expectations of the department holds of you.
Best wishes,
G. Phipps
Admissions Officer

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The Times Higher Education Supplement

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First firm redundancy plans made as TUC condemns cutback in student opportunity

'Brunel 53' face 44,000 will be hit by savage cuts sack by Easter

by Ngao Crequer

A confidential report at Brunel University recommends the abolition of 112 non-academic posts in December, and 53 academic posts in April next year, overwhelmingly by compulsory redundancy.

Although most universities are now drawing up plans for redundancy, to comply with the University Grants Committee deadline of January 1981, Brunel is the first to say exactly how many should go, and which departments should lose staff. If the report is accepted by senate and council later this month, it would mean that notices to staff would have to go out immediately. The proposals, which the report itself describes as "savage" assume that academic staff would be paid interim compensation of £15,000 and non-academic staff £7,500.

The report, Brunel University: A strategy for the triennium 1981/4 was prepared by a joint senate/council working party chaired by Brunel's new vice-chancellor Professor R. E. D. Baker.

It says, "It seems necessary to delay the suppression of academic and non-academic posts until 30 April, 1982 to minimise disruption of teaching courses. We have taken 31 December 1981 as the date of severance for non-academic staff since to delay these until 30 April 1982 will cost a further £24 million and so require additional savings."

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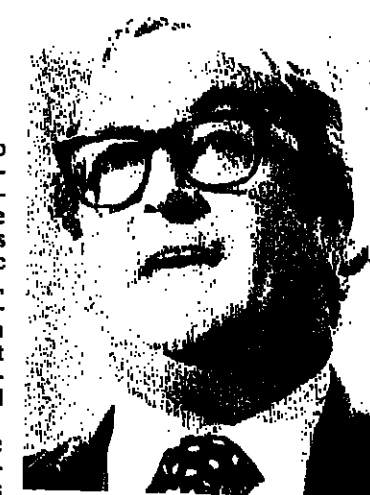
The report does not name staff to be made redundant, except by implication. It recommends the "excision" of language teaching, with the abolition of all six staff. Mathematics would lose 3 out of 39 academic staff, applied sciences 10 out of 54, technology 4 out of 88, social sciences 11 out of 61, education/design technology 8 out of 39, and the rest from administrative staff. The non-academic staff posts are spread across the board.

The report says, "In the absence of an agreed position, the assumption has been made that the unions will acquiesce in the proposals, as if they undoubtedly are. If this assumption proves to be optimistic, there is a near-certainty of even more redundancy."

Replying to the view that the university should oppose the UGC cuts, the report states, "We regard 'fighting the cuts' as wasted effort (which, incidentally, would require no courage whatever). The (grant) allocations cannot be altered without undermining the UGC which, despite its alleged faults, is a great deal more acceptable than a mere government department."

If the university is to break even over the next three years, the report states, all those staff who are to leave must have done so by Easter, 1982 at the latest and some in December. It specifically rejects the use

continued on back page



Clive Jenkins (top) and Laurie Sapper: critics of the cuts.



by David Jobbins

More than 44,000 young people will be denied university places in 1983/84 as a result of the "savage" cuts. Mr Laurie Sapper, general secretary of the Association of University Teachers told the TUC in Blackpool this week.

"In asking our fellow trade unionists to unite with us we are not fighting the narrow issues of jobs for university staff but the keeping open of educational opportunities for our children and young people," he said.

Congress unanimously carried the composite resolution moved by the AUT attacking the cuts and instructing the General Council to pursue the "deplorable" major cut-backs in the engineering, technological and science departments of universities which had provided essential support for British industry with the University Grants Committee. It also firmly rejected government plans for the control of public sector higher education which eliminate local authority involvement in management and funding of polytechnics.

Mr Sapper claimed that behind the cuts was a conscious attempt by the Government to force universities back to elitism acting as nurseries for the Establishment. He believed the Government feared that wider opportunities in the universities in the last 20 years meant that people would be learning not just how society worked "but how to change it for the better".

Mr Sapper said: "The cuts have been applied so that higher education should restrict itself to providing fodder for industry and numbers on the arts and humanities side being

cut down so that the universities will go back to being nurseries for the Establishment."

Chairman of the TUC education committee, Mr Clive Jenkins, singled out the attack on higher education for special mention.

"This Government has cut students' places and imposed upon and supported the UGC in a vicious attack on some of the major technological universities as a means of reducing public spending."

Illustrating the "short-sightedness" of the Government approach, he said that in 1979 Japan had produced 71,167 engineering graduates, compared with Britain's 6,897; in medicine and biochemistry Japan produced 20,000, compared with this country's 5,000.

"It is easy to see one of the reasons for Japan's success. They are radically expanding and developing higher education. We are slacking."

"This Government of amateur surgeons is carrying out a botched frontal lobotomy on the British people."

President of the AUT, Mr John Reilly, welcomed the TUC's continued opposition to full cost fees for overseas students.

"We deplore this discriminatory and divisive policy which is treating overseas students as a commodity, blatantly favouring the rich, and is setting home against overseas students."

Congress also demanded a co-ordinated system of education, training and work experience for the whole 16-to-19 age group.

Leader, back page

SERC gives birth to a new science

by Robin McKie
Science Correspondent

A major new initiative has been launched by the Science and Engineering Research Council to establish a new science - molecular electronics - for joint industry-university exploitation.

Molecular electronics, in which Britain is considered the world leader, involves methods for depositing thin films, one molecule thick, on solids and could revolutionize technology in future years. In the short term, it could provide new techniques for microelectronics industries, while in the long term it could be used to link human protein and similar materials directly to electronic devices. These could then be used to test drugs in the laboratory or monitor functions within the body.

Now the SERC has set up a work-

ing party, under the chairmanship of Professor Gareth Roberts, of Durham University's department of applied physics and electronics, which will propose four or five specific projects to be jointly undertaken by university and industrial research teams.

The group, which meets this week at Abingdon, is to make detailed proposals for these projects over the next years and combine the work of biologists, physicists, chemists and engineers. Major companies that have already shown interest in the SERC programme include GEC, Unilever, Plessey and ICI.

The main aim of SERC in launching the initiative is to make, in single, molecular films, known as Langmuir-Blodgett films, after their developers - are developed in a way that ties industry and universities as closely as possible from the start and

will allow Britain to keep its precious advantage in the field.

"What is particularly exciting about this work is that Britain is so far advanced of other countries. Only Germany has made any progress and we are still well ahead of them", Professor Roberts said.

Over the next few months the working party, which is made up of one representative of each of the 15 groups in the field in Britain, will be holding regional meetings to attract new academics to the field. In particular Professor Roberts believed chemistry researchers were still not aware of the true potential of single molecular films.

Special regional meetings and industrial visits will also be carried out in September next year. A major international conference on the subject will be held at Durham University.

Cuba helps students outpriced by Britain

by John O'Leary

Students from developing countries who can no longer afford to study in Britain are now being offered places in Cuba as well as in Eastern European countries.

The island is stepping up its aid to Third World nations, particularly in Africa, offering hundreds of scholarships. It has taken some foreign students, mainly for technical and agricultural courses, for several years but is increasing its effort as some of the traditional providers cut back.

Professor Isaac Ojok, Uganda's minister of education, said in London this week that Cuba had offered 200 scholarships for students made orphan by General Amin's regime. The places, which are to be accepted, will bring to 250 the number of students on higher education courses in Cuba.

Other African countries have also been offered increased numbers of scholarship places to be used either on the island or in their own countries. Many, including Uganda, already send large numbers of students to the Soviet Union and other Eastern European countries, mainly for science courses.

The new offers contrast with the attitudes displayed by both Britain and the United States. Only 28 awards have been made to Ugandan students for British courses starting next month and the Ugandan government is in the process of reviewing its policy on whether to send its own sponsored students here in view of the high level of fees.

Professor Ojok was in London on a tour of five capitals, attempting to secure new agreements for educational aid to Uganda. He is not in-

cluding the United States because the chances of success there were considered too slim.

Although some European governments, notably West Germany and the Netherlands, have agreed to step up their aid for Uganda, little has been forthcoming from Britain. Professor Ojok is meeting officials at the Overseas Development Administration next week to appeal for an increase in what he describes as a token contribution.

With the Ugandan shilling drastically devalued, it is unlikely that the government in Kampala will send more than a handful of students to Britain. Although some 35 places have been made available in Britain by the European Development Fund, numbers here will have dropped dramatically in two years.

New cloud for smokers



Government warnings on cigarette packets could soon be supplemented by a new sign - a radiation risk symbol. For smoking, it seems, turns your lungs radioactive, although the danger from the particles produced by uranium traces in tobacco is relatively slight.

Now a new technique, developed by Dr Denis Henshaw of Bristol University's physics department, is to be used to monitor the general level of various forms of radioactivity in the population.

The method, which was revealed at a special conference at the university this week, involves the use of thin plastic films, insensitive to light but sensitive to radioactivity and results from the general survey will then be compared with findings from those who smoke.

And the results could put a whole new meaning to seeing that friendly glow of the cigarette in a more sinister light.

Problems not new, says DES report

by John O'Leary

The first product of a major Department of Education and Science research project to be published this week finds that controversies over the purpose of higher education are as old as most of the institutions themselves.

A 100-page paper, *Expectations of Higher Education: Some Historical Points*, by Dr Harold Silver, principal of Bulmershe College of Higher Education, concludes that discussions of the content, structures and status of the system reflect more than a century of debate.

"As the field of higher education has broadened and become more complex, perceptions of hierarchies within higher education have become more important in making choices and judgments," writes Dr Silver. "Practically-orientated courses have not traditionally in this country achieved the public status of more 'academic' or 'liberal' courses."

"The universities have preserved an image of providing leadership in the professions, in the economy, in Government, in spite of the development outside their frontiers of new high-level institutions, and of courses of preparation for employment in these fields."

Dr Silver charts the expectations of students, parents, employers, politicians and academics since the nineteenth century. But he found that his survey was hampered by a

shortage of interest from all the different constituencies concerned in the past. Previous histories have concentrated on policy alone.

The paper is the first of a series to be published as part of the research project *Higher Education: Objectives, Expectations and Institutional Response*, being directed by Professor Maurice Kogan, professor of government at Brunel University. The project was commissioned last year by the DES at a cost of £111,000.

In his foreword, Professor Kogan cites the paper as evidence that throughout its history, higher education in Britain has not been bucked by a simple and unambiguous view of its purpose. Institutions founded at the end of the nineteenth century, for example, did not remain narrowly instrumental and local in their curriculum or aims.

"Many of the criticisms that might be made of higher education now are also part of a longstanding concern about mismatch between curricula and the immediate needs of society," he writes.

However, Dr Silver finds that both the constituencies involved and their expectations are likely to change swiftly in the remainder of this century.

Expectations of Higher Education Project Paper 1, Some Historical Points.

Planning schools 'not practical enough'

by Paul Flather

Planning schools have failed to instill practical and administrative skills needed by students to work effectively in the local government arena, it was claimed at a major conference of town planners today.

Mr William McKee, director of development planning at Hammersmith and Fulham, blamed planning education as one of the main reasons planners are generally held in low esteem.

Mr McKee told the annual summer school sponsored by the Royal Town Planning Institute in Nottingham that too much attention had been paid to the theoretical and philosophical foundations of planning.

"Comparatively little attention has been paid to installing in students the particular skills needed to become effective in the local government decision-making arena," he said. "Planning education lacked intellectual rigour and was heavily biased towards design skills and development control."

Planning students needed three separate skills: how to operate in the light of the political machine, how to implement decisions, and how to manage and administer effectively.

Mr McKee said: "Planning education has not made clear the natural relationship between official and politicians in the operation of the planning process and town planners are encouraged in their education to regard themselves rather than elected members as people best able to decide between social priorities."

He quoted approvingly from *The Town Planner* by David Eversley (Faber and Faber, 1973). It was not the syllabus that made a planner, but a condition of awareness. Planners needed to be able to accept illogical and arbitrary limits, usually set by evaluations of what politicians think is possible.

In future, planning schools should aim to provide training in techniques such as the statutory duties and finance of local government, staff recruitment, preparation of work schedules and budgets, trade union law and progress chasing.

"Admittedly it is difficult for the schools to provide anything other than a basic groundwork because so few planning lecturers have had any experience at higher management levels," he said. This meant lecturers had little real understanding of the need for such training or of the techniques themselves.

North London Polytechnic however had recognized the need for such techniques, he said, with final year options available in applied valuations, national and local taxation, and property law.

Union urges more BEd recruitment

by Ngao Crequer

Positive action must be taken to improve BEd recruitment because of the unplanned swing towards PGCE teacher training entry, says the National Union of Teachers.

In a policy statement on teacher education, published today the union says it is alarmed at the developing imbalance between members taking B.Ed and Postgraduate Certificate of Education courses.

Four years ago it was assumed that the ratio of teacher training places would be 3-1 in favour of the BEd, but the difference in length of courses between the two has meant parity of output: low level BEd recruitment would increase the swing towards the PGCE.

"In particular the union is concerned that the BEd should remain the major route into primary teaching. The professional training of primary teachers can best be provided by the four-year concurrent BEd course which provides the necessary breadth of education and training required by those intending to teach children in their early years."

The NUT says it believes it would be detrimental to the profession as a whole and to the school system if all secondary teachers were to qualify via the PGCE and primary teachers through the BEd.

"This would in effect create a two-tier profession which might well reduce understanding and co-operation between teachers working with different age groups. It is essential that staff in primary, middle and secondary schools have a mutual respect for the training and work undertaken by teachers in sectors different from their own."

The NUT suggests that the length of all BEd courses to be devoted to professional education.

The one year PGCE course could be retained where graduates had degrees which included education as a subject, and where academic subjects would be relevant to the school curriculum but PGCE courses should be extended from one to two years for other graduates.

Initial and In-service BEd degree, policy statement issued by National Union of Teachers.

Open learning 'cannot be on the cheap'

by Charlotte Barry

The Open Tech programme must not be seen as a cheap alternative to traditional teaching methods, the National Association of Teachers in Further and Higher Education warned this week.

In a critical statement sent to the Manpower Services Commission the union says that the apparent and superficial attraction of an Open Tech is its prospective cheapness.

"Yet it is not a cheap medium," Naffthe says. "The preparatory costs for each element in a course can be out of all proportion to those incurred in conventional teaching methods. The ratio of 40 hours preparatory work to a one hour unit is not uncommon."

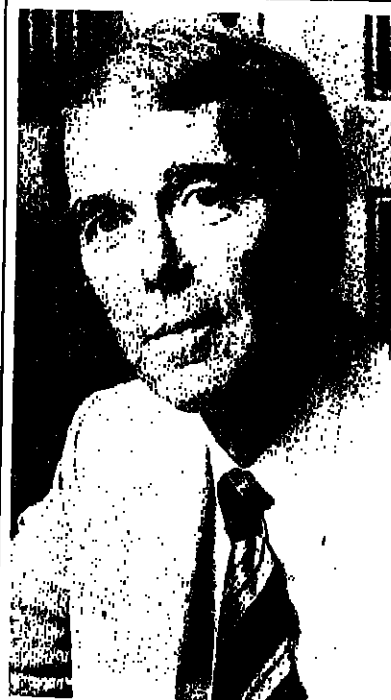
Another major concern is that the proposals for an Open Tech have been inadequately tested, the association says.

"The MSC's consultative document is quite inadequate in identifying the client groups which the Open Tech would serve, and in showing how it would better serve their needs than established forms of education and training."

The Manpower Service Commission's proposals, revealed earlier this year, are aimed at expanding training and retraining for adults, particularly in technical areas. Existing courses in colleges would be linked with new forms of teaching which enabled students to study in the home or at work.

The association points out that great potential exists for the Open Tech to provide access to education and training for excluded groups - the handicapped, the elderly and those living in remote areas. It regrets that the proposals will provide mainly for those whose needs are generally well met - particularly those who already have jobs.

It is also concerned that the proposed Open Tech Unit will need to rely heavily on existing expertise in the further education system. This must depend on conditions of service which are fully compatible with existing national and local agreements.



Mr John Hanson has become principal of Southampton College of Higher Education after two years as vice-principal to Mr A. Buckley, who has retired. He joined the college in April 1979 from the Polytechnic of Wales and has previous experience in local government.

Failed students get remedial tuition offer

Remedial tuition for students who suffered a high failure rate on a computer studies course was offered this week by the Polytechnic of Central London.

The student union complained to polytechnic rector Dr Colin Adamson after only 12 out of 46 students on the higher national diploma course emerged with a clear pass. It claimed that lack of continuity on the course and inadequate teaching were to blame.

Now all students on the course have received a letter from the polytechnic setting out the proposals recommended at last week's meeting of the examinations board.

Diplomas are to be awarded to 26 students, and 17 are to be allowed to resit their exams either at the end of this month or in December. Those who choose the latter date will be provided with remedial tuition at no extra cost.

A further two students who failed the course will be allowed to repeat it next year, but one who failed the course completely will not be allowed back.

Student president Mr Pat Bryden said this week that they were still dissatisfied with the outcome, because the polytechnic would be providing no subsistence for students on the remedial courses.

News in brief

Rose's thorn removed

Allegations of academic misconduct against Professor Richard Rose, professor of politics at Strathclyde University, have been dismissed by the American Political Science Association.

But the association's Committee on Professional Ethics, Rights and Freedoms found that the professor followed in the preparation of a book *Presidents and Prime Ministers*, which was jointly edited by Professor Rose, were regrettable in some respects.

Complaints had been lodged by Mr John Helmer that a chapter commissioned for the book had been suppressed. Although the committee judged that the editors were not responsible for the misconduct which arose, they were urged to reject the chapter.

Jobs crusade

The college lecturers' union is to back the Jobs for Youth Campaign by sponsoring a young person to travel on the Jobs Express, the train carrying unemployed young people from Newcastle to London in November.

The executive of the National Association of Teachers in Further and Higher Education is also to sponsor a further five young people who will be attending the mass demonstration and other activities in London at the end of the 375 Jobs Crusaders' rail journey around the country's major cities.

Organizers of the campaign have appealed for sponsors at £100 a day for the scheme, organized under the umbrella of the TUC.

Looking eastwards

The Saudi Arabian government is to give today £15,000 to the University of Stirling library to buy books and periodicals on Islamic history and culture. The cheque will be presented by a representative of the Saudi Ministry of Higher Education at a campus reception.

Among teaching and research topics at the university are the influence of Arabic literature on European thought, Islamic art, Islamic responses to European influence, and the relation between Christianity and Islam.

Unilever head

Sir Geoffrey Allen, the chairman of the Science and Engineering Research Council, is to be the new head of Unilever Research. He will take up his appointment on October 1 when he completes the term of his present job.

Brunel special

Brunel University has announced that a total of 31 students will enter its special undergraduate engineering programme this year - an increase of 25 per cent on last year. All students will be fully sponsored by industrial companies and were selected from 180 applicants.

Correction

Trinity Hall came top of the unofficial league table of Cambridge final examination results, and not Trinity as stated in *The Times* last week.

Poly considers plan for Cyprus annexe

by Charlotte Barry

A novel bid to provide degree courses in Cyprus is being considered by North-East London Polytechnic in an attempt to counteract the effects of Britain's high overseas fees.

The polytechnic's Cyprus annexe would be attached to the island's privately funded Higher College of Technology in Nicosia. Courses would be validated by NELP and lead to a degree awarded by the Council for National Academic Awards.

Details of the proposals are laid out in a discussion paper prepared by Mr Colin Milner, NELP's assistant director. The polytechnic already has close links with the Higher College in providing advice, course validation, external examiners and annual consultancy visits by senior staff.

Every year 12,000 students leave Cyprus to study abroad - most go to Greece, but 20 per cent travel to Britain and seven per cent to the Eastern bloc. About 1,000 remain on the island to study in the six public-funded technical and teacher training colleges and the Higher College.

Plans for a University of Cyprus, supported by UNESCO, have consistently failed because of the division between the Greek and Turkish communities. The Cypriot government has made approaches to universities in Britain in an attempt to persuade them to award their own degrees on the island, but negotiations with Leeds and Buckingham are believed to have broken down due to a lack of funds.

Now NELP is offering to help by providing a limited range of degree courses, probably business studies and surveying, taught by polytechnic staff in the Higher College. Mr Milner believes that setting up the annexe could provide a valuable use for surplus or potentially redundant staff and also lead to new career and research prospects.

"If the same staff taught the same syllabus and were subject to the same examining and validating procedures and the same resource support requirements, it is difficult to see why such a course should not be taught in Cyprus or indeed anywhere else in the world," his paper says.

Fees would be lower than those charged to overseas students in Britain, and students would save the cost of subsistence and living costs abroad.

The CNAAP pointed out this week that its charter does not allow it to award degrees outside Britain, although it already advises institutions in Hong Kong. Dr Edwin Kerr, chief officer of the CNAAP, said that it would only consider providing a similar consultancy service in Cyprus after a specific request for assistance from the island's government.



Jazzing up the agenda

A policeman came up trumps this year when he organized the meeting of the Educational Centres Association at Chelsea College, London. For delegates lived half the night away to the sound of Sutton College of Liberal Arts

jazz band. The band is led by college principal Mr Peter Batten, a semi-professional jazz player who set up the band of college tutors and associates a year ago. For the tenth year running the

conference of adult education principals, tutors and students was organized by Constable Bruce Perry of Richmond, who was student representative on the Advisory Council for Adult and Continuing Education.

UGC drops mathematics report

by Paul Flather

The University Grants Committee is to take no further action over a controversial report on the future demand and deployment of mathematics lecturers in universities.

The report has attracted a significant body of comments in recent months, many criticizing strongly a recommendation that lecturers aged 35 to 45 should be compulsorily retired to deal with a projected fall in student demand over the next 15 years.

A UGC spokesman said this week that the exercise had been very useful. "The report together with comments will be taken into account for any future decisions by the UGC. But there are no plans to act on this report."

He said the UGC would be working with the Department of Education and Science to get better statistical data on expected future university placings linked to population changes.

He said the report had highlighted the serious problems caused by the bulge in the 35 to 45 age group. This reflected the boom in recruitment in the 1960s and had occurred in most subjects.

Without some action here there would be no promotion for young lecturers. He admitted in retrospective the report should have included data on the age structure of mathematics lecturers.

The report, *Whither Mathematics*, was written by Professor Douglas Jones, professor of mathematics at Dundee University, in his role as chairman of the UGC mathematical sciences committee, and circulated widely for comment.

The report concludes the best way to cope with projected 36 per cent

fall in mathematically trained students entering universities between 1983 and 1997 was the "compulsory retirement of the members of the 35-45 group." It admits opposition would come from many quarters.

The Association of University Teachers immediately sent out a letter to all mathematics departments urging them to criticize the report. It did not explain why it picked on one age group, did not explain the effects on teaching and research, and did not consider the cost and means of forcing such retirements, said the AUT.

Critical comments came from Queen's University, Belfast, Edinburgh and East Anglia among others. Dr Adam Vetta, senior lecturer in statistics at Oxford Polytechnic, sent in a 15-page report *Higher Mathematics*, challenging the statistical basis and doom and gloom of the report.

Student union threatened

The freedom of student unions to spend their £25m share of public funds under new financing rules in future years was challenged at Sussex University this week.

Draft proposals by a university sub-group include one which will drastically reduce student union power and hand over control of facilities, such as sports clubs and bars, to the university council.

Both the National Union of Students and the Sussex student union attacked the proposals saying they were an early warning of how universities and college could use the new rules to destroy the traditional autonomy of student unions.

Under the rules, which come into operation this month, student unions are regarded as another department of a university or college with funds allocated in competition with all other budget items.

The Sussex University group looking into the detailed operation of the rules came up with three models of how the student union might work. The models will be discussed by the council during the next year.

Under model A there would be some reforms but the principle of the block grant would remain; model B provides for joint-management of clubs, the book shop and travel bureau; and model C would leave control with the university.

Protect adult spending says Tory MP

Local authorities should be required to spend a set amount of their budget on adult education, Mr Robin Squires the Tory MP, said this week.

Mr Squires told the Education Centres Association conference in London that some people might consider this move an intolerable invasion of local authority freedom.

"I also realize that those providing a lot of adult education may then reduce their provision," he said. "But as some local authorities are providing the bare minimum or less, I think there should be a stated minimum percentage spent on adult education."

Mr Squires, MP for Horsham, was speaking during a panel discussion which also included Mr Philip Whitehead, Labour MP for Derby North and Opposition spokesman on further and higher education. Both MPs agreed that there should be a duty placed on local authorities to provide adult education in planned amendments to the 1944 Education Act.

Mr Whitehead said: "We are moving quickly towards the pernicious situation where so-called market forces are being applied across the whole field of adult education."

Safety expert shows signs of danger

by Robin McKie

Science Correspondent

Our society is sometimes accused of being risk-averse. Others claim it is risk-loving. In fact, it is simply risk illiterate at the British Association meeting at York. University heard last week.

General accident statistics are often meaningless to the general population and even scientists find them hard to understand sometimes, Professor T. A. Klez, a division safety advisor for ICI, told the BA's mathematics section.

Instead he proposed three new ways of presenting risk statistics which would help people understand the relative dangers involved in everyday activities. Firstly, Professor Klez suggested that a proper perspective could be gained by considering comparative risks.

For instance, driving a car for 4,000 miles; smoking 100 cigarettes; rock-climbing for two hours; working in the chemical industry for one year; and riding a motor cycle for 350 years were, on average, equally risky. More bizarrely, so is living in Aberdeen for 10 years (where there is radioactivity in the granite buildings) and eating 80lb of peanut butter (which could possibly be made of mouldy peanuts which contain a powerful carcinogen called aflatoxin).

"Another way of describing risks is to suppose that all sources of death were removed and we all lived forever, except for the one cause of death we are considering," he added.

For example, if riding a motor cycle for 10 hours a week was the only source of death then we would live for an average 300 years; 50 million years if the only risk was being hit by falling aircraft; and 100 years from smoking 40 cigarettes a day.

The third technique would be to calculate a hypothetical tax to be paid by everyone who creates a risk which would be proportional to the size of the risk involved. Based on the arbitrary price of £1m a life, cigarettes would then be taxed at £14 a packet; beer at 25p a pint; living with a cigarette smoker at 3p a day; and living near an atomic power station at 20p a year because of the radiation.

By using these comparisons carefully we could then build up a proper picture of those activities which were really harmful and those which were relatively safe. We could then spend our money and effort wisely. They would help us see which are the risks we should worry about and which we should forget about," Professor Klez added.

Poly control plan wins support

by Charlotte Barry
Tacit support for Government proposals to end the local authority control of polytechnics and colleges has come from the Council for National Academic Awards.

The council welcomes the plans to set up a national body to oversee the planning and funding of public sector higher education in its initial response to the Green Paper which was published in July.

It says it will produce a "more considered" response to the Department of Education and Science consultative paper after a special meeting on October 13.

The Green Paper contained two alternative models for a central body, and groups and individuals have been given until the end of November to respond. A White Paper will then be published and legislation is expected to be introduced in the 1982-83 Parliamentary session.

Model A is based on proposals devised by the Council for Local

Education Authorities to create a central body under the control of local government. This would plan and finance all polytechnics and colleges mounting higher education courses.

Model B is based on DES plans to remove the 30 polytechnics and 60 major colleges into a new sector funded directly by central government through a body similar to the University Grants Committee.

The CNA's initial response suggests a preference for Model B by stating that lessons can be learned from the systems in Scotland and Northern Ireland.

It says: "In these other parts of the UK, centralized systems of planning and funding have operated for some time and have enabled institutions to achieve high academic standards without making them less responsive and while in effect making them accountable to Parliament through the relevant Secretary of State."

The council believes that the role of governing bodies in the polytechnics

and colleges should be strengthened rather than diminished.

"When resources are tight, it is more crucial than ever for institutions to be alert to possible slippage of standards and to be allowed to deploy the total resources available to them in as flexible a way as possible so as to maximize their academic effectiveness," it states.

The council stresses that the national body should have enough academic credibility to inspire outside confidence and must be able to enter on equal terms into discussions with the University Grants Committee.

It adds that any national body should cover the voluntary and other direct grant institutions as well as the maintained colleges. The council recognizes the simplicity of a body covering only the major institutions, but suggests that colleges offering only some advanced work could still come under it. They could continue to come under other bodies as far as their non-advanced work was concerned.

New calls for changes in overseas fees policy

by John O'Leary

Pressure groups have begun a new round of campaigning for changes in Government policy on overseas student fees in anticipation of the debate on the subject by Commonwealth prime ministers this month in Melbourne.

Three organizations have made submissions either to Lord Carrington, the Foreign Secretary, or to all participants in the conference. All three make strong pleas for new measures to promote student mobility within the Commonwealth, one concentrating on the threatened introduction of health charges for foreign students in Britain.

The Council for Education in the Commonwealth, taking up the theme followed by the consultative group of academics and administrators whose report will form the basis of discussion in Melbourne, calls for a coordinated programme for developments in higher education across the Commonwealth.

"The urgent need for a Pan-Commonwealth measure to counteract increasing barriers to student mobility cannot be too strongly represented," the Council's submission says. The programme would have the task of strengthening existing institutions and could establish regional centres of excellence, as proposed by the Association of Commonwealth Universities.

Fee remission and fee support schemes should also be extended for deserving categories of students, the

CEC believes, while the Commonwealth Scholarship and Fellowship Plan should be widened and increased. A further central fund is proposed to finance new schemes.

The United Kingdom Council for Overseas Student Affairs, too, has circularized all participants at the meeting, alerting them to the proposed changes for overseas students and visitors using health facilities in Britain.

"In financial terms the new regulations, if they come into effect, will put a further burden on students' sponsors, including governments, and will effectively cut the number of awards available under Commonwealth schemes or the British programme," UKCOSA warns. It suggests an agreement between Commonwealth countries to establish reciprocal arrangements for the use of health facilities.

The Churches Commission on Overseas Students has written directly to Lord Carrington, appealing for a vision of policy before the Melbourne conference. Special mention is made of privately sponsored students, who do not benefit from inter-governmental agreements.

"We believe that the present policy, insofar as it adversely affects developing Commonwealth countries, whilst favouring the rich EEC nations, is morally unacceptable," the Commission says. "If significant amendments are not forthcoming, the damage to relationships with Commonwealth friends may prove irreversible."

Careers advisers call for cash contributions from industry

by Paul Flather

Graduate careers advisers have launched a major appeal for funds this week to help them escape a double bind of declining budgets and rapidly increasing workload caused by the recession.

The Association of Graduate Careers Advisory Services (Agas) has sent letters to 3,000 companies active in the graduate recruitment market appealing for funds to finance a more efficient and cost-effective service.

The total package includes setting up new computer technology to process information about employers and jobs, a new opportunities programme, a training scheme for careers advisers, and a careers information bank.

The total cost is expected to reach £35,000 in the first year, with an extra £50,000 needed over the next two years. Agas says the package could be paid for by 350 companies giving £100 a year over three years.

The letter sent by Agas said the package of improvements will benefit employers and students. "Careers advisers can contribute time and en-

thusiasm, but lack financial resources to carry out the necessary work. "Careers services are under great pressure than ever before as students find it harder to get jobs, yet almost all (careers) services have suffered reductions in budgets - and in some cases staff as well," it says.

Agas plan to spend £7,000 on developing a new computer system to test to find which students would be suitable for careers in computing, a current boom area for graduate jobs. A £12,000 new opportunities programme would look at biotechnology and offshore exploration as possible new boom areas.

The appeal was launched by Mr Tony Raban, chairman of Agas at the services' annual conference at Sheffield Polytechnic this week. He also warned about a growing "brain drain" as a sign of the hardship now faced by graduates.

In 1980, 1,400 of the most able young university graduates, many in disciplines already in short supply, had found permanent jobs abroad, he said. This was double the number who left in 1979.

Peter David reports on the fifth Higher Education Conference held at Lancaster University

Boyson unrepentant A ray of hope peeps through clouds over Tory policies

A robust defence of the recent cuts in university spending was given in Lancaster last week by Dr Rhodes Boyson, the Government's junior minister responsible for higher education. He told an international conference that Britain could not afford 45 universities which tried to provide courses in almost all subjects at a world level.

"The 300,000 students now in our universities is a figure 10 times as high as our pre-war number. We also have 220,000 in polytechnics and colleges of further and higher education taking degrees or their equivalent," he said.

"The £3.6m of public expenditure on the universities in 1938 has now risen to a figure of approximately £1.8 billion this year."

Dr Boyson pointed out that higher education accounted for 16 per cent of the total educational budget and 1.6 per cent of overall expenditure, which was already claiming something like 44 per cent of the gross national product.

Yet the 1970s had seen a continued reduction in plans for expansion because the increased demand for places never matched expectations. The age participation rate of 18 years olds in higher education had fallen during the decade from 14.2 per cent to 12.4 per cent when ample places were available.

By the 1990s the number of 18 year olds would fall by 30 per cent, he said. It was against this background that the Government had cut its spending on universities this year by 3.5 per cent because of the need to restrain public expenditure. Over the next three years spending on the universities would fall by about 8 or 8.5 per cent.

The University Grants Committee has wisely not acted on a philosophy of equal misery for all by making the cuts equal throughout the entire university sector. "This would have been a recipe for enfeeblement or worse."

"The UGC have acted to rationalize the courses and the staffing of courses throughout the country. We have 45 universities in the United Kingdom and 396 other institutions where students can read for degrees."

"With the current cost of research equipment on the science and technology side and also the cost of

libraries if they are going to be kept up to date with research papers throughout the world, I do not believe a country the size of Britain can fund 44 or even 45 institutions each attempting to provide courses in almost all subjects at a world level."

Dr Boyson, who was speaking at the fifth international conference organized by the University of Lancaster's Institute for Research and Development in Post-Compulsory Education, defended the way the UGC had distributed the cuts. Less popular courses were to be rationalized so that they were available somewhere in the United Kingdom but not at every university.

"The UK is not a large country and with the exception of Glasgow and Stathclyde universities, which tend to recruit locally, and the Welsh universities of Lampeter and Aberystwyth where teaching is available in Welsh, the other universities are national institutions with national recruitment," he said.

"At the same time as the UGC plans indicate a fall of 3 to 5 per cent in the number of university students over three years, their plans also allow for an increase in the number reading mathematics, physics, business studies, medicine, engineering and technical subject, all of which meet a national demand."

Dr Boyson said the Government had not before considered the possibility of changing full economic fees for all university courses, which would be paid through each student's local authority grant.

"This would mean that universities and other institutions of higher education had to respond not to the demands of a government or government body or some other body however appointed but to the demands of students. Given the failure of much manpower planning it is quite possible such a method would be at least successful in meeting national needs and business needs which are always difficult to forecast."

Turning to overseas students, Dr Boyson said the controversial decision to charge economic fees was taken after the failure of the previous government's quota policy. Overseas numbers had tumbled in 10 years, and an indiscriminate subsidy made no sense at all.

Recovery has problems too

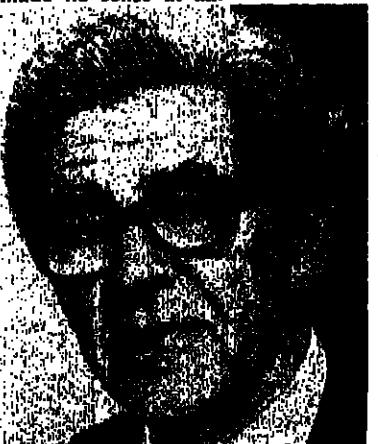
In a wide-ranging review of the international predicament of higher educational institutions, Sir Bruce Williams, director of the Technical Change Centre and former vice-chancellor of the University of Sydney, said little thought had been given to the impact on higher education of any future upturn of economic growth.

Recovery from recession would have major effects on higher education, by encouraging participation and relieving the pressure on expenditure, Sir Bruce said. But recovery would pose problems as well as opportunities.

One result of economic growth was to take out some of the extra production in the form of increased leisure. The education system would have to tackle the problems of keeping a higher proportion of the age group willingly at school for longer; reorganizing vocational education to respond to new technologies and catering for the educational needs of the expanding leisure sections of the community.

If we were in a deep recession the recovery of higher education would however take a distressingly long time. There are unfortunately very few signs of a favourable change in the factors that have caused the present recession," he said.

Sir Bruce said that the sense of crisis in higher education had come to a large number of countries at approximately the same time, but that Britain had the greatest reason for anxiety.



Sir Bruce Williams

In 1970 the Department of Education and Science had expected 850,000 students by 1981/82. By 1979 the DES had reduced its forecast to 530,000. Since then the policy had been "expenditure led", and in the space of two years an official policy of level funding had changed to one in which university recurrent resources would fall by between 11 and 15 per cent over the next three years.

In all countries, the crisis had been caused by common factors. These included reductions in the area group, the end of the postwar boom and a collapse of the belief that "investment in people" would result in accelerated growth.

Sir Bruce warned that it was extremely difficult for institutions to provide a wide range of educational services. It was therefore important to have a wide variety of institutions so that specialization could increase their productivity.

Depression and buoyancy were paradoxically blended at the fifth in a series of international conferences in higher education held at Lancaster University last week. The scholars and administrators who flock to the Lancaster conferences had noticed the dark clouds gathering on the horizon. By last week, most had experienced the cold downpour which the recession and cuts had brought to universities throughout the world. Yet instead of huddling for shelter, the 150 participants seemed determined to find a route back to the sunlit uplands of expansion and vitality.

The paradox was embodied in the conference theme - survival and revival - and echoed by Sir Bruce Williams's closing speech in which he described the mood as "both sombre and optimistic". It was spelled out explicitly by Professor Gareth Wil-

The battle for revival and survival

A conviction that higher education had lost its political constituency and would not easily rediscover it, dominated a panel discussion at the opening of the Lancaster conference.

Professor Gareth Williams, who is organizing the current series of Leverhulme seminars on higher education, warned participants not to concentrate exclusively on the financial survival of their institutions. Survival alone, without a revival of values and ideals, "would be like winning a battle only to discover that everything one had fought for was destroyed," he said.

But Professor John Horlock, vice-chancellor of the Open University, disagreed. "For me survival is the name of the game," he said. The average university was facing a cut of between 15 and 20 per cent up to 1984 and most could not understand the way the cuts had been distributed by the University Grants Committee.

"This kind of reduction cannot be absorbed without redundancy. This is the catastrophe facing nearly all our universities," he said. Mr Gerry Fowler, deputy director of Preston Polytechnic and former Labour higher education minister, said that public and political opinion in Britain was alienated from or apathetic to higher education.

To regain public confidence it would be necessary to change the orientation of the system from youth education to recurrent education; to meet the needs of industry better; to cope with the growth of leisure and

looked at ways of enriching the higher education curriculum, improving the morale and professionalism of staff and attracting new kinds of students.

Groups who clustered around the grandmasters of higher education theory - like Burton Clark of the University of California at Los Angeles - or the analysis of international trends in higher education provision, like the European Cultural Foundation's Ladislav Cerych, seemed to inhabit a different world.

Yet there is an all too obvious and depressing link between the fates of higher education systems and the creativity of the academics who staff them. Loughborough's Professor John Sizer gloomily quoted from the Carnegie reports. "The preservation of the status quo may be the only point around which one can rally consensus."

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Professor John Horlock (left) and Ronald Dore panel members.

early retirement and find new ways of funding individual older students. "But for most of us in Western Europe that would mean a revolution in higher education. We have to ask ourselves whether that is possible. Personally, I doubt it," he said.

Professor Ronald Dore, from the University of Sussex, said that the change in the political climate meant that universities would have to decide what they were really for. "They will have to justify themselves not in terms of what they can do for the people in them but in terms of the public benefits they offer."

In the long run, he said, it might be necessary to separate the roles of the university in research and teaching people from its role as a "screening" mechanism for jobs.

The only American speaker, Mr Michael O'Keefe from the Carnegie Foundation, pointed to "another threat" to the universities. In the United States employers had become so disaffected with the products of the education system that they were beginning to offer their own programmes, he said.

A large computer company had already obtained accreditation for a computer science degree for its trainees and the Rand Corporation was now able to award doctorates, he said. The growing shortage of youth could result in private firms competing to lure people into employment as soon as possible, offering education and training - perhaps even a degree - as well as a secure job.

US planning method greeted with scepticism

Even in their present straitened circumstances Britain's universities seem unlikely to adopt any of the exotic management techniques which are becoming fashionable in the United States.

A conference study group devoted to institutional management heard papers commending the use of investment portfolio analysis, "management estimation scaling" and even mathematical catastrophe theory to help universities and colleges cope with the new spending crisis. But although some of the papers were applauded for their ingenuity, the general response was one of scepticism.

Probably the most critical reaction was reserved for the concept of magnitude estimation scaling, which was described by Professor S.V. Martorana of Pennsylvania State University. Professor Martorana said the technique was already being used by several American colleges to develop their long term plans and decide on the distribution of resources.

He said the basis of his technique was to use the subjective opinions of academics and administrators, rather than objective measurements of performance, to determine whether a college was achieving the aims it set for itself.

"Leadership" groups within the college are asked to provide a list of

goals which the institution aspires to, and then to rank the goals in order of priority. Later, they are asked to estimate how successful the college is in achieving each goal.

By comparing the two assessments, said Professor Martorana, it became possible to identify areas of "goal hiatus" - areas where a goal was highly valued but where aspirations were not being met. College administrators could then channel resources into that area, on the assumption that staff would be highly motivated to achieve the goals in question.

"This enables decisionmakers to set priorities, decide on the use of resources and select propositions for change. We believe that every five years at least academic institutions ought to use this approach to update their long-term planning documents. Good planning should be goal-related. If it is not goal-related, it is just change for change's sake," he said.

Professor Martorana's thesis was vigorously challenged, however. Mr Rob Culbert, a member of the Further Education Staff College at Coombe Lodge, said that the concept of goals was a beguiling one, but most of the management literature on the subject was wrong-headed because it was out of touch with the reality of decision-making.

"If it is difficult to establish criteria for success why bother?" he asked. "You will just be following a will-of-the-wisp. The search for criteria is often just a way of legitimating decisions which have already been made."

Professor Graeme Moodie, from the University of York, asked whether the whole business of goal-setting and goal inventories was not just a very expensive management tool for manipulating the university. And Dr Gunther Kloss, of the University of Manchester Institute of Science and Technology, said that in many countries goals were determined at a political level and not within higher education institutions themselves.

Mr Culbert's own paper to the study group, however, was scarcely less fanciful. He argued that the process of policy-making which led to "catastrophic" decisions to close departments or institutions of higher education could be predicted or at least analysed by using mathematical catastrophe theory.

A three-dimensional model of Mr Culbert's theory, complete with "fold curves", "control space", "cusps" and "bifurcation sets", was said in the paper to provide a way of anticipating, and therefore alleviating, the catastrophic effects of spending cuts in higher education.



A smiling group of Vietnamese refugee teachers pose for the cameras after completing a three-week reorientation course in Dognor Regis, exploring the complexities of the English school system.

All have considered teaching again in England

and it is hoped that up to 15 will be able to take a year's bridging course improving their English and spending periods on attachment to schools. Since most are scientists or mathematicians, they would be helping to combat staffing shortages if they succeeded in securing teaching jobs.

Tories bid to end NUS closed shop

by David Jobbins

The Federation of Conservative Students has embarked on what Ministers say is a vital year for the organization with a renewed call for an end to compulsory student union membership.

The existing system was condemned as "abhorrent" by what new chairman Mr Tim Linacre described as a "highly substantial majority" at last weekend's half-yearly conference.

FCS officers were instructed to carry out research into a workable voluntary system and lobby Ministers to implement it.

The move was dismissed by Mr Alan Watson, treasurer of the National Union of Students, as further evidence of the irrelevance of FCS.

"NUS is trying to represent the

interests of students at a difficult time, while FCS is continuing with this irrelevance," he said.

In rejecting the private members' Bill which Conservative MP Mr Nicholas Winterbottom tried to introduce earlier this year, both sides of the House of Commons had shown they realized it was entirely unworkable, Mr Watson said.

"There is no way a student union could refuse to represent a particular interest, or refuse facilities to a particular student. Therefore it seems right a fee should be paid on behalf of all these people. It cannot help any individual not to be a member of a student union. All it would do would be to deprive that student of the right to use facilities they are not forced to use anyway," Mr Linacre said this week. "We

think this is logically consistent with our approach to individual rights and liberties."

The conference, attended by 120 delegates from 60 institutions, also agreed on constitutional changes aimed at rescuing FCS from the bad publicity it earned after last year's Sheffield conference, with allegations of bogus delegates bussed in for crucial votes.

In future delegates must be registered students at the institutions they represent. There is to be a tighter procedure for ratifying colleges which are entitled to attend, and closing dates for applications for delegates will also be more rigidly enforced.

In a letter to Mr Linacre, education under-secretary Dr Rhodes Boyson, said FCS' role would be vital in the coming year.

Student bid to change union rules

by David Jobbins

The new president of Coventry Polytechnic student union has set out to break the stranglehold of the extreme left on the union's affairs.

Mr Vincent McKee, a member of the Labour Party and supporter of Mr Denis Healey in the deputy leadership contest, has drawn up a discussion document outlining major constitutional changes which will shift the balance of power towards the moderates among the union's 5,000 members.

He has proposed a doubling of the quorum for union general meetings from 100 to 200 - and a special quorum of 500 for meetings at which decisions on direct action are to be taken.

Five days' notice of proposals for direct action should be given to end the "unethical practice" of tabling emergency motions at the last minute, he believes.

He complains that policy decided by a comparatively well-attended general meeting can be revoked shortly after-

wards by a poorly-attended one. "To this extent small and unrepresentative groups have considerable freedom to frustrate the expressed will of the majority through sophisticated procedural harassment," he said.

Last February 700 students voted for a campaign against the cuts, but ruled out direct action, he said. "A fortnight later an emergency meeting called by the executive, which at that stage was very strongly Marxist-dominated, was attended by 105 people and 58 voted for an occupation. This is totally undemocratic," he said.

"No one wants the student union to descend to a social club providing money for entertainment and sports but failing to take up grievances such as fighting the cuts."

"But people do not want the union to be used as a political machine, by extreme political organizations and the pursuit of ideas which have very little support in the polytechnic."

Financial support for the H-blocks campaign - only one example of official union policy out of line with

opinion within the polytechnic, he said.

Mr McKee, elected with the largest majority any president has secured in the history of the polytechnic, expects formidable opposition from the rest of the executive, when he attempts to win support for his proposals at the union annual meeting in November.

But he claims there is firm backing from moderate students at the polytechnic who have been deterred from playing a full part in union affairs by the extremist policies which have been adopted.

"I have had dozens of letters from individual students in the area saying this is what they have been wanting over the years."

"They now feel they can return to college to pursue their studies free from harassment by occupations and lecture boycotts," he said.

He is also to seek a constitutional guarantee of freedom of speech and publication to protection societies and political groups who have had past problems with the union.

Metal fatigue discovery

A new device, which could have crucial importance in detecting fatigue in designs for North Sea oil platforms, gas turbines and other important engineering structures, is to be developed at Sheffield University.

Backing for the project, which will take two years to construct and commission before experiments can begin on it, is to come from the Science and Engineering Research Council which has agreed to give £207,000 towards the construction of the fatigue machine.

Most engineering devices suffer from stresses because of bending, twisting and end pressures which cause cracks. It is impossible to predict the fatigue behaviour of metallic components and structures from data collected in laboratories that use existing simple fatigue testing devices.

An example of the use of the new fatigue machine, which will be about 10ft high by 4ft square, will be to measure the shear forces that affect vertical steel tubes that support oil

Patricia Santinelli looks at the options open to the BEd degree if it is to survive

A nasty drop to second division

Dire predictions that the Bachelor of Education degree would receive its death blow in 1981 following extremely poor recruitment last year have so far failed to materialize.

The Advisory Committee for the Education and Supply of Teachers (ACSET), which is to sit down in the coming weeks to deliberate as to where a 10 per cent cut in both routes to initial teacher training must fall, made it quite clear in its recommendations to the Secretary of State for Education that the BEd route must be preserved.

Its recommended cut is to achieve a reduction in planned output from 17,000 to 15,000, yielding annually some 13,500 teachers. This is to meet a total quota of annual vacancies which are to be shared by returners to the profession - of some 10,000 in the early 1980s on the worst projections and 19,000 on improved ones.

The committee particularly stressed that BEd and the Postgraduate Certificate of Education intake and output targets could not be equally reduced. It went as far as to remove an entire paragraph suggesting that the BEd might not recover from the 1980 disaster.

In effect if the BEd continued to recruit at present levels and PGCE at 10,000 or thereabouts, output would be naturally contained to 14,000 yielding annually some 12,500 teachers, only 4,500 of whom would be expected to come from the BEd route.

National application figures to the BEd, although they show as yet no dramatic upturn, already indicate that 1981 will not see a further drop in recruitment. At the worst this will be on par with 1980 levels and at the best, possibly as a result of those students who cannot get a university place, may lead to a mini-boom in some institutions.

Ironically the BEd's low recruitment has had the effect of concentrating minds wonderfully and it seems that in 1981 more arguments for and against its retention were put forward by protagonists not only within the ACSET membership but by external contributors including the Department of Education and Science.

So what are the issues which have been uppermost in the ten years of the BEd and still prevail in 1981 and what of its future?

Low recruitment may continue to be a major issue. In effect it has

first-hand experience of the Blarney War must have seemed quite a relevant qualification when Mr Geoffrey Tribe was chosen to become the first controller of the British Council's new Higher Education Division.

Verbal skirmishing had been fierce and the natives could be expected to be anything but friendly when he arrived to preside over the ashes of the Inter-University Council for Higher Education Overseas.

That, at least, was the way it looked from his office in Lagos as Mr Tribe waited to take up his post. Following the saga of the merger between the British Council and IUC through the pages of *The Times* and elsewhere, he had reason to be a little apprehensive about his homecoming. As a British Council man appointed in preference to Mr Alan Russell, the incumbent director of the IUC, he would be the personification of all that those connected with the previous organization apparently resented.

The impression might have been confirmed when his arrival coincided with some caustic comments in *The Times* by Mr Richard Griffiths, another former IUC director. Not for the first time, Mr Griffiths cast doubts on the wisdom of the merger as constituted and offered his successor some fairly blunt advice on what would be required for the new body to survive in a worthwhile form.

Without an immediate bid for self-sufficiency he believed that the new Inter-University and Polytechnic Council would be swallowed up by its parent organization and relegated

finally reduced the BEd, once the main route to teacher training, to being relegated very much into second position since it now recruits only one third of all new entrants. Applications this month stood at just 10,945 as compared to 10,965 last year. Out of a total of 11,569 applications only 5,669 students were accepted in colleges and polytechnics.

Institutions argued and still argue, and may well be proved right, that this was a fluke, created by the first year when prospective students had to adhere to newly imposed requirements for maths and English O levels. In fact contrary to general belief it is not the O level requirement but the lack of A levels which led to bottom recruitment.

The public sector in which 80 institutions competed for students and in particular the polytechnics endured a 40 per cent drop in recruitment as a result while the five universities which jointly have a BEd target of around 700 remained virtually unaffected, showing as always healthy quotas. Currently there are some 20,000 students on all BEd courses with an estimated output in 1981 of some 6,000 according to DES figures.

Other factors which may have led to low recruitment are highlighted by the National Union of Teachers in a policy statement published today in which it points to the constant adverse publicity given to teacher employment and promotion prospects.

It says that another factor has been the reorganization of the teacher training system and its impairing effect on established recruitment patterns. This has been compounded by the lengthy process of validation and revalidation of BEd courses.

Low recruitment has also effectively resulted in institutions with BEd courses being saved from the immediate axe which has befallen PGCE. On the other side of the coin, it has also made them more vulnerable to closure by their funding bodies which might see this as the ideal excuse to end some courses.

This is likely to arouse opposition from the National Union of Teachers among the less predictable opponents of such an action since the union believes that institutions have not yet received sufficient resources or undergone the necessary period of

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Without an immediate bid for self-sufficiency he believed that the new Inter-University and Polytechnic Council would be swallowed up by its parent organization and relegated

to an unimportant and ineffective role. However, Mr Tribe had long experience of cooperation with IUC officials in Nigeria and elsewhere, and so far the relationship has been repeated in London. He says that even the most ardent supporters of an independent IUC have accepted the support and assistance. With the division's budget settled for the coming year and a policy review in progress, the transition has been surprisingly painless.

Tomorrow brings the first big test of the new body's ability to inspire confidence in the former clients of the IUC, when 36 foreign vice chancellors arrive for a five-day conference. The meeting, which was held biennially by the IUC, will give the new body an early opportunity to assess the needs of universities in developing countries and to show that relationships can continue to change under the new administration. There are bound to be some nervous commitments to the old organization will make them sceptical, especially at a time when they see Britain cutting back its overall aid effort.

The former associated universities have shown considerable interest in the conference, which is being held at the University of East Anglia, and a large group of observers from



Teacher trainees get a rough ride.

stability to realize the true potential of the BEd.

Another major argument is that the BEd should simply be reduced to training teachers for the primary schools. This has been defeated by ACSET recommendations that both BEd and PGCE routes to both sectors should be maintained.

What ACSET recommended already forms the main provision in the public sector which has concentrated on primary school, humanities and secondary school shortage subjects. Only few institutions have continued with a broad base of training. For example 1981 figures are for some 4,113 as compared to 3,969 primary. For maths this is 609 as compared to 484 and CDT 369 as compared to 215. While junior mid-secondary subjects like geography and history are slightly down.

The Polytechnic Council for the Education of Teachers in its paper to ACSET was adamant that secondary BEd training remained a significant complementary qualification, particularly to cover such areas as pastoral care, careers advising and industrial experience.

The National Association for Teachers in Further and Higher Education's physical sciences education section deplored the lack of institutions now offering a BEd in the physical sciences. Nafhe believes that BEd graduates are particularly well suited to teach 11-16 age groups

in this field and that PGCE students are not sufficiently well equipped through their first degrees to teach the discipline.

Ironically it is one of the strongest factors for the survival of the BEd, namely the upsurge in primary school children from the middle 1980s onwards, which may eventually deplete its secondary route since it may force the public sector to direct an increasing amount of resources to the primary BEd.

For it is quite likely that institutions which received their last directive on the balance of training in 1975 - that is if the 1980 DES letter is not counted - and have since then more or less recruited and trained to meet the needs of the market, will alter what is currently a 50/50 balance between primary and secondary towards 70/30.

Another issue which has beset the BEd has been the debate on whether it ought to become a four-year degree course. Currently there are both three-year and four-year degree courses.

Now with ACSET recommendations clearly outlining a move in this direction and with the Council for National Academic Awards encouraging a four-year degree in the process of revalidation, it seems almost certain that the three year BEd will eventually disappear. Most university BEds are already for four years.

North America in its field of operations will mean some increase in purely cultural activity, development will remain the primary concern.

The ODA has undertaken to preserve the combined budgets of the IUC and the British Council's higher education activities for the next year at least. Although there are some fears that the short-term nature of many of its projects makes for a convenient target for savings, Mr Tribe is confident that the Council will protect its new charge. Mr John Burgh, director general of the Council, has taken a personal interest in the transition and has said that higher education will be given a high priority.

If this is the case, then the merger may yet be acknowledged as a success by its critics. Greater independence on the part of several developing countries previously served by the IUC and the growing maturity of many of the institutions built up with its aid already signalled the need for some changes of approach.

The greatest test may be not the bureaucracy of the British Council but the ability of the universities and the staff of the Higher Education Division to evolve their own style appropriate to the needs of the Third World. The task is more complex than when the IUC was established 35 years ago and may benefit from a new approach.

In line with a reorganization which has taken place at the ODA, the division's staff are now engaged in a country by country reassessment of higher education aid activities. A comprehensive policy is unlikely to emerge in time for discussion at the next full meeting of the IUC, which is to take place before Christmas. But, while the inclusion of the industrialized nations of Europe and

The NUT says that one of the strongest arguments for a four-year course is achieving parity in the length of pre-service training between PGCE and BEd students.

"The problem has been the doubts have been cast on the academic status of the three-year BEd. A four-year BEd would enable more teachers to gain honours status and would counter unfair criticism about the lack of academic rigour of BEd courses," it said.

Professor Ted Wragg, professor of education at Exeter University, said a four-year degree is the logical development underlying a recognition that a three-year BEd was only a transitory period.

Linked to the argument about a four-year degree is the question as to whether the BEd is a suitable qualification for training teachers. Mr Malcolm Lee, president of Nafhe and a member of the CNAA working party examining the future of the BEd, says there is a great danger of making bogus comparisons when assessing the BEd. "The BEd like other degrees has changed over the years to reflect the expansion of knowledge in the field of education," he says.

The DES in its deposition points out that although the BEd academic study is not regarded as equivalent to the BA or BSc it provided greater opportunities for relating academic work to professional training and the development of professional qualities in teachers than the PGCE.

It has been suggested that recruitment might be improved by a change of title. The DES, however, posed a pertinent question as to where these students might be coming from and whether they might be formed out of those who would normally apply for diversified courses. It also thought a result in some loss to the BEd as a course preparation for teaching teachers if any change of status was more than marginal.

The CNAA in a note to its meeting party said that it foresaw considerable problems in the establishment of the BEd title. Any retrospective change would require reference to the Privy Council, which change for the future would require consultation with the DES.

BEd graduates were about as successful as PGCEs in obtaining jobs in a much more difficult market. The figure for unemployed BEd teachers was in 1979 exactly the same as for science graduates.

The next few months are bound to be tense for the BEd. It is not threatened with extinction, but it does face an uncertain future during which it might suffer reduced provision, and radical changes in style, content and length.

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John O'Leary

Academics are too often and too easily accused of remaining shut up in ivory towers. Two weeks ago however three leading economics professors rebutting the Government's claims that there is no alternative. The statement was in the form of a policy memorandum, the sort of minister might produce for his department. It challenged the Government to abandon its present monetary targets in favour of a policy of cautious reflation and currency devaluation.

Of course if any group is used to the cut and thrust of public debate it is economists. Some might even argue that once summoned into the corridors of most reluctant to leave, they appear more reluctant to leave. But the statement from the three, Professor Sir Bryan Hopkin of University College, Cardiff, formerly head of the Government Economic Service and chief economic adviser to the treasury, Professor Marcus Miller, of Warwick University, who has worked as an adviser to the Treasury and Civil Service Select Committee of the House of Commons, and Professor Brian Reddaway, of Cambridge University, now an economic adviser to the Confederation of British Industry, is much more than just another article on economic policy.

For one thing it begins very directly, almost throwing down a gauntlet: "The economic policies of the present Government have been the principal cause of the recession from which the economy is now suffering." For another it was issued directly to the media, and received a very good showing. It was written and aimed for high public exposure. But what exactly motivated the three to act so directly? Indeed, did they feel a duty to take so public a stance in the political arena?

The story actually begins in late spring when 364 leading economists, including five of the seven men who have held the coveted post of chief economic adviser to the Government since the last war, roundly attacked the theoretical basis of Government economic policy. The statement declared that "present policies would deepen the recession," and that "there are alternative policies."

The statement was initiated by Professors Robert Nield and Frank Hahn, both from Cambridge, which also supplied the largest contingent of signatories, 54 in all. Hopkin, Miller, and Reddaway, all signed the list. There was considerable discussion among the academic community

With the cashless society frequently presented as a fast-approaching inevitability, it is perhaps surprising that about half the country's adult population still has no bank account. There is fierce competition between the high street banks to capture a slice of this market of the great unbanked and students are a particularly attractive target.

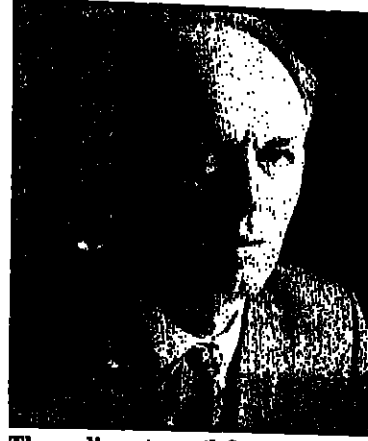
As a group they are also a captive market. Their grants are paid by cheque and, while 21 per cent of them have already opened an account before they leave school, usually at the bank used by their parents - another 57 per cent open accounts during August and September before starting college, and the other 22 per cent are spurred into last-minute action when the grant cheque lands on the mat.

The banks have spent a lot of money during the past 10 years in finding out statistics like these. They now spend money each year beginning in June and going on throughout the summer on advertising on local radio and in the press in an attempt to attract school leavers to become students.

It is a highly competitive business in the short term students are unprofitable customers. They have little money. They make heavy use of banks' services, drawing small amounts in frequent transactions and often asking for overdrafts. Once the banks have got them, however, they are prepared to subsidize them with the profits made from other customers.

The banks see the money spent on servicing student accounts as a worthwhile long-term investment and the incentives they offer to attract them as calculated loss-leaders. Students, particularly those at universities, are highly likely to get well-paid jobs during the next 10 or 15 years. Not only will they become valued

When the price of silence seems too great to bear



Three dissenters: (left to right) Hopkin, Miller and Reddaway

about the merits of the exercise. The justification for going ahead was perhaps most bluntly expressed by Mr Roger Opie of New College, Oxford, who in a letter accused academic economists of treason for failing to strangle the new theory (monetarism) at birth, which is what he thought it deserved.

But while the statement received wide coverage in the press, it was easily brushed aside by the Government. One academic said it just allowed Mrs Thatcher to cross 364 names off her list of possible future advisers. The most telling criticism was that the statement did not specify the alternatives. Like a tablet thrown down from on high, Professor F. A. Hayek wrote to *The Times* that this sort of thing was "only to be expected from the last generation of British economists who had succumbed to the teaching of Lord Keynes when a reversal of the policies they had inspired reveals the damage they had done." Both Reddaway and Hopkin were students of Keynes.

Mr William Firth writing from Preston was more brutal: if 364 economists have attacked the Government, Mrs Thatcher must be right, he said. Behind the cynicism is a point well made: economists are generally held in low esteem by the public. One reason is that they so obviously (and rightly) disagree. That, of course, was the main reason why Nield and Hahn attempted a minimal statement that simply attacked monetarism.

Paul Flather looks behind the outspoken criticism of Government policy by three leading economists

Anything else would not have got even 100 signatories.

The August statement however was a definite attempt to sketch out a positive alternative. The group's alternative strategy, far more conservative than anything being considered inside the Labour Party, at root says the monetary targets of the Government's Medium Term Financial Strategy must be scrapped. In a follow-up newspaper interview Reddaway put it bluntly: "The main point is that we have now come to the end of all the advantages and are getting all the disadvantages. It's really childish to think that because one dose of medicine did some good, a second dose will do twice as much good. It could just as easily kill the patient."

It was Professor Hopkin who was the guiding hand behind the trio. He of course is well used to taking part in public discussion: he first produced a stinging attack on Government policy in an article in *The Times* in April 1980 arguing for measures to hold down unemployment. He recalls that it was back in 1979 that he felt Government policy would fail. But the process has gone further and faster than he dared im-

agine. He is cautious on the duties of academics to join the political arena. But he accepts academics should speak out where they have the expertise, and he admits that issuing such a statement went further than simply writing another article in some journal. But while it was a "political" gesture it was not of course a party political move. The points would have been equally well made if Labour had been in power: the focus was the economic model.

He said: "Economists have an obligation to spot the key indicators before they occur, and to warn people. There seems to have been an absolute failure to recognize the broad picture. On this we should speak out." He argues that economists have it easier than other social scientists because their field of debate is so much larger and more clearly relevant to Government policies.

Professor Reddaway, remembered by every schoolboy for his report on the Selective Employment Tax, feels that economists have a duty to say their piece if circumstances warrant it. After the blunderbus was fired in the Spring, the latest statement puts forward an alternative, he said.

"I suppose you would say we are a middle-of-the-road Keynesians who are prepared to see the virtues in other people's views. I have not been one to rush into print like some others. But I am most determined not prepared to see three million

unemployed as the price of 10 per cent cut in M3 (money supply)."

Professor Miller, aged 39, regarded as a rising star, said that if economists concluded that policies were not well designed there was a need to say so. "The Government's tax plans are going astray, unemployment is going up, and inflation not coming down. I just feel overwhelmed. It is all such a mess." He makes two points: that he was surprised but pleased about the impact of the statement; and that its impact shows the mould that has covered monetary policy is cracking.

He feels too many people have accepted Government economic thinking as some form of *diktat* for too long. "If economists don't keep attacking monetarism people will feel there is nothing to say. Now is the time to put one's views."

A different and less direct approach, some might argue a less overt and more dignified approach is one adopted by the so-called *Clare Group*, to which both Miller and Reddaway also belong. Is it a better approach for serious academics?

The Clare Group, born out of the former London and Cambridge Economic Service in the late 70s, got its name because the chairman, Professor R. C. O. Matthews, professor of political economy at Cambridge, is also Master of Clare College. About 15 leading neo-Keynesians meet regularly to discuss articles which appear twice a year in the *Midland Bank Review*, although not reflecting the bank's own views.

The group avowedly tries to push an economic line falling clearly between the poles of monetarism and Labour-style alternative economic strategies. One memorable piece by Matthews and Reddaway last autumn was called: *Can Mrs Thatcher Do It?*, echoing a pamphlet by Keynes asking if Lloyd-George could do it. An academic and scientific attempt to assess the Prime Minister's chances of success, it concluded that there was a "substantial possibility of failure."

Professor Matthews is less inclined to direct statements of the Hopkin-Miller-Reddaway type. "If I have a duty it is as far as possible to try and help whichever Government is in power to do the best to achieve its aims," he says. Whichever style is favoured and whatever the level of duty to make one's views plain, perhaps economists can point a way for social scientists in other fields to make their work more policy-oriented, and to take stances where they have the expertise.

East Ham, London branch.

In the second case Judge Sir Harold Cassel said the bank's policy was to get hold of "as many young people as possible, flood them with cheque books and credit cards, give them enough rope and then turn off the tap". The Midland's advertising slogan: "Come and talk to the listening bank" made it the butt of courtroom jokes about deaf ears.

Unlike the other banks, Barclays gives students automatic overdrafts of up to £100, and a credit card.

The Midland now offers three years' free banking to all school leavers regardless of what they are going on to do.

The current unemployment problem among young people is creating more problems, however, for those running student accounts and for the students themselves. The banks' theory is that if they have properly managed the account over the three or four years while the student was in college then there should be no large overdraft to be paid off, if he or she is unfortunate enough to be taking a place in the dole queue.

In practice the sudden realities of bank charges and unsubsidised interest rates can be a heavy extra burden for the newly unemployed. "What happens when they have no college depends on their record," said a spokesman for Lloyds. "We try to continue to be understanding but it does create difficulties."

To those college leavers lucky enough to get their degree or professional qualifications and a job, however, Barclays is prepared to be kind. There are cheap overdrafts of up to £500 towards all the trappings of responsible citizenship such as a season ticket, deposit on a flat and new clothes with which to start the new job.

"These are the sort of people who are going places," said Mr Lawson.

A high interest rate

Sandra Hempel on the large banks' ways of wooing the student

customers in their own rights but they may have control over company funds and influence in where they are placed.

Certain groups of students, such as those doing law or business studies at university, are seen as safer bets in the short-term and more valuable clients in the long-term than, for example, those doing sociology at a polytechnic, although no banker will admit it officially.

"The rules are not hard and fast though," said one banker. "Not everyone who studies law becomes a lawyer and a lot of polytechnic students end up running their own businesses. Equally, people with only moderately-paid jobs who look after their money and take on a mortgage are more valuable to the bank than high-earners who fritter their money away."

Students, in common with the rest of the population, tend to be loyal to their first choice of bank unless something goes drastically wrong in the relationship. Once a bank has got a student it has got him or her for life in most cases, provided it does not have the student arrested.

The banks first turned their attention to the student market about 10 years ago. Their marketing approach was fairly basic and the four big banks entered into an incentive race, each trying to offer students more briefcases and bios than the other.

They were hurt and surprised to find that students opened accounts with all four banks, collected the free gifts and promptly let all but one account lapse.

Barclays, Midland and Nat West have since pulled out of the incentive war when they decided none of them was going to win. Barclays with 30 per cent of the new student market ten years ago saw its share slump to 23 per cent in 1975 and then creep back up to its present 28 per cent when it began to offer what it thinks students want. Barclays' latest figures also give Nat West 28 per cent of last year's new students, Midland 27 per cent and Lloyds 16 per cent.

"There is a reluctance to get back to gimmicks," said Mr Tony Thurlock, personal sector marketing manager of Nat West's domestic banking department. "You can probably grab the market for a while if you are prepared to spend a small fortune but it will cost an enormous amount just to increase your share slightly. If you have 30 per cent of the student market you might push it to 32 per cent with some amazing offer, but in order to get that 2 per cent you have to give the deal to the other 30 per cent that you would be getting anyway and that becomes expensive."

So bios and briefcases have now been replaced by financial packages of various kinds. Barclays calls its student deal "The Survival Kit". Students are offered various combinations of cheap or free overdrafts up to limited amounts, no bank charges, monthly statements, cash and cheque guarantee cards, budget planning charts and heavy emphasis on expert advice.

Barclays and Midland have student advisers at or near campuses whose brief is to keep an eye on student customers. In addition everything is done to take the effort out of open-

ing an account short of giving students free rides in limousines to the bank. Barclays and Nat West let students go into any branch in the run-up to the start of the academic year and arrange for an account to be opened in the branch nearest their college with cheque book and card waiting for them when they arrive.

Over and above all this there are still a few individual perks. Lloyds, which is the only bank to stay in the incentive market, offers new student customers the choice of either a half-price student rail card or a £5 book token plus a 35 per cent discount on a subscription to *The Economist*, while the Nat West waives commission charges to students on its own travellers cheques or foreign currency up to £200.

"It may sound attractive but they are not giving much away," said one banker. "The rail card is only worth £5 and the commission on £200 in foreign currency is £2."

All incentives to a group which is traditionally short of money present moral and practical problems to the banks. There is a limit to how far they can go in encouraging students to use cheques, cash cards and overdrafts. The Midland has recently received some bad publicity over its treatment of students. In March a 20-year-old woman was arrested when she went to discuss her £300 overdraft with the manager of the bank's Barking branch in Essex, while in July a judge described the Midland's attitude to young customers as "disgraceful" when a 25-year-old man appeared in court after running up a £1,008 overdraft in the

Events

EXHIBITIONS: continuing

Until September 12. Crawford Centre for the Arts, University of St Andrews. *Trades and Treasures: a record of domestic and industrial customs in Fife in the last century.*

Until September 13. Commonwealth Institute, London. The Festival of Sri Lanka: cultural heritage and contemporary life.

Until September 13. Gallery of Modern Art, Edinburgh. *The Avant-Garde in Europe 1955-1970*, the collection of the Städtisches Museum, Mönchengladbach.

Until September 20. National Gallery of Scotland, Edinburgh. *Legacy of a Baker's Son: drawings from the W. F. Watson bequest.*

Until September 27. Crawford Centre for the Arts, University of St Andrews. *Beauty, Beasts and Badly: the photographs of Lady Henrietta Gilmour*, donated to the university by her grandson Sir John Gilmour. Also, in the smaller galleries, the work of artist Sir William Gillies.

Until October 4. Victoria and Albert Museum, London. *Old and Modern Masters of Photography: The Chalon Brothers: landscape, the theatre and caricature in the work of John James Chalon (1778-1854) and Alfred Edouard Chalon (1781-1866); and The Art of the Book.*

Until October 11. Victoria and Albert Museum, London. *New Glass: 273 exhibits from the Corning Museum of Glass, New York.*

EXHIBITIONS: forthcoming

From September 14. British Museum, London. *Egyptian Sculpture: the new exhibition. A re-design of the permanent exhibition, with two new side galleries displaying small objects - jewellery, bronzes and wooden sculptures - not previously shown.*

From September 16 to October 18. Leicester Museum and Art Gallery. *Photographer as Printmaker: over 160 works by 118 photographers and artists, from 1840 to the present, showing the role of processing in the creation of artistic photographs.*

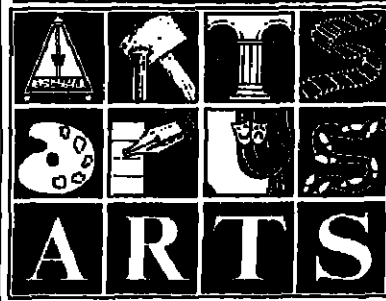
Opening November 18. Hayward Gallery, London. *Sir Edwin Lutyens. 500 items including photographs, drawings, models, paintings, furniture, objets d'art and personal mementos.*

EVENTS

From October 5 to October 10. University of Essex. *Festival of Contemporary Arts*, including poetry and prose readings, films, plays and a variety of music. Guest speakers include Howard Brenton, Jeff Weldon, Geoffrey Hill and Alan Sillitoe.

October 8 and 9. Munnford Theatre, Cambridge. *Tim Souster's World Music*, in a new version.

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O! well-painted passion!

William Brooker, a painter and member of the RA, who was until recently principal of Wimbledon School of Art, is a little tired of hearing about commitment. The word is over-used by educationists; there ought, he thinks, to be a better one, something which suggests a hard edge of intensity. "Passion", if you are not afraid of it, or perhaps "passionate conviction". Because passion is, in the end, what is required of an artist: good painting only results from a deep and single-minded sense of conviction.

Once the passion is kindled, Brooker argues, a serious study of art and artists, coupled with maturity and clarity of intention, will generally produce the skills and the craft that are necessary to express oneself. In other words, if the goal on the horizon blazes big enough and bright enough, the rest slips more or less into place, and learning how to learn becomes as important as what you actually learn in art school.

But one should not assume from this that Brooker discounts the importance of the skills themselves, or that he means all painting has to be fiercely expressionistic. Nothing could be further from the truth. He is an immensely disciplined painter, with traditional attitudes to drawing, form, proportion and so on. He quite consciously adapts the mathematical conundrums of nature, the Fibonacci sequence and the golden proportion to achieve certain aims in his pictures. Yet if the results are harmonious and ordered on an intellectual level, in no way do they lack excitement. In fact they illustrate rather poignantly what he is at pains to point out, that there is passionate detachment and objectivity as well as passionate identification.

Take a picture like "Still Life in a Harsh Light" - dried up flowers, old blue enamel jug - the subjects specifically chosen because they were banal. In his art he uses the same ones over and over, a pot, domestic rubbish that lies around his home or in his office until it demands attention. His paintings reveal a special kind of contained serenity born from scrutiny and intense curiosity about the form and pattern made by what is in front of him. With fine brush strokes, he imparts to his objects something reminiscent of T. S. Eliot's roses, the look of flowers that are looked at.

There are parallels in the work of Euan Uglow whose picture called "Passionate Proportion" depicts simply a lidded container and the top of the table it is standing on. But here again these mundane objects are minutely scrutinized in an attempt to impart order to what is random; the picture is not about the objects themselves so much as the problems of painting them, the tensions set up in the geometry they

"Knowledge about mixing colours, or techniques in glazing won't make a picture come alive." So says Anthony Eyton, concurring with William Brooker in the belief that it is passion, not skill, that is essential to the creation of art. SALLY FESTING considers the importance to the artist of "passionate conviction".



"Still Life in a Harsh Light" by William Brooker.

Anthony Eyton, winner of this year's Wolfson prize at the Royal Academy and a teacher both at the Academy and at Camberwell, works far more intuitively, faster (he has several canvases progressing simultaneously) and more spontaneously. With one foot in academic tradition and the other in personal expressionism, his painting has also been allied with Impressionism. Certainly his particular obsessions with place and light make his pictures flicker with a transient vitality, and their physical aliveness makes them, at first glance, as different from Brooker's as chalk from cheese.

But Eyton too is aware of a single-minded conviction that this place, this feeling of light, this sensation is the only thing that matters. Speaking of the force that alternately exhilarates and harasses him, he said, "We're talking about magic". It is magic spun from intense confrontation between himself and his subject that comes, in the end, close to Brooker's measured scrutiny. He too feels much the same about an artist's priorities.

"Some people say you can teach craft and the poetry comes but I think if you can stimulate the poetry, the craft follows. Rembrandt used the wooden end of a brush to paint the hair in an early self-portrait. No

Trimmings from the Fringe

Surviving Edinburgh's Festival Fringe can be a tricky business. With 454 groups performing this year, the unwary and naive visitor is likely - often at uncomfortably close quarters - to witness some singularly awful productions, from the ineptly amateur to the grotesquely pretentious.

By following a few simple rules, however, more hardened festival-goers can learn how to alleviate much of the pain. Carefully reading local reviews and seeking the opinions of as many other Fringe visitors are obvious techniques.

But above all one must study the Fringe programme scrupulously, and avoid all "modern morality tales", "thought-provoking probes into the present state of human culture", "dream plays", "fantasies", "play within plays", "games for two players" and any group that claims limp, abstract insights into the human condition.

Sadly, even this is scarcely sufficient safeguard. This year, the National Student Theatre Company cleverly side-stepped the rules with one basic manoeuvre. Billed as an examination of various cults, "as answers to contemporary problems", the company's *Cult* proved to be nothing of the sort. At the door ticket holders were simply handed a note warning that the group's creation had not evolved in the Fringe programme was written and that an entirely different production was to be presented.

In a few brief scenes, five characters - Dad, son, girlfriend, sister, and best friend - were revealed in their search for any plot, or definite reason for their presence on stage. Each scene of typical, familiar situations was punctuated with appropriate quotations (mostly Shakespearean). This scarcely original approach, following the style of Steven Berkoff's epic *East*, only highlights just how well our classic playwrights understood human nature in the first place.

Yet it would be unfair to completely dismiss *Cult* as trivial or worthless. It was performed with impressive depth and confidence by a young and talented cast, particularly Eileen Ryan and Paul E. Walling.

If nothing else, their performances served as splendid examples of what student acting can achieve. As models of dramatic technique, their performances ought to have been watched by many other student groups, such as the Dublin University Players, who presented *Guests of the Nation* by Michael Ford.

Set in the appropriate bleak brickwork of the Harry Younger Hall, the production of the chilling grimness of this classic 1921 anti-war tale in which Irish captives befriended by British hostesses before being ordered to kill them. Although quite movingly presented, the production founded on the woodenness of the performances and on the general dilapidation of the actors to freeze completely between delivering lines.

In the end, it was the late-night revue which once again allowed student groups to show their special, irreverent, mocking qualities. This year's Cambridge Footlights' *The Cello Tapes* proved to be one of the best Footlights productions to be brought to Edinburgh in recent years. Less heavily political than its past perhaps, Footlights found surprising inspiration in historical and literary sources. I particularly liked Hugh Laurie's pun-ridden reading of *Dracula*, in which the Count falls foul of a sudden solar eclipse.

Had Durham University's "Healthy Habits Damage Your Fun" only contained its urges to abuse its audience and to indulge in sporadic bursts of puerility, then it too could have found itself with a major Fringe hit. As it was, the show still provided plenty of inventive moments, including its presenter's admission that his stuff growing between his toes. It could almost be the motto of the foot-weary Fringe-goer.

Pieter van der Merwe

Robin McKie

The progressive role of the opposition



German student protest over the years: (left to right) Marburg '68, Heidelberg '72 and Marburg '81.

J. F. Roberts examines the changing relationships between German universities and their students. He finds that the last decade has been one in which the spirits raised by the 1960s have been exorcised.

direct control of the government. Göttingen University, in the state of Hanover, was founded in 1734 with the principal object of training future civil servants in law. It was the first of a series of measures throughout the German countries which restricted the ecclesiastical freedoms of the universities, closing some of them completely, and tying all of them much closer to the new administrative needs of the centralized state. The culmination of this development was the foundation in 1810 of Berlin University, as the basis of a new educated technocracy firmly controlled by the Prussian state.

The roots of higher education as it developed in modern Germany explain a great deal about the balance of power between state and social institutions, and the tendency of this balance, once struck, to persist. A central issue in German universities since the reform period has been the question of autonomy. Autonomy for a university means the freedom to teach and to research in any subject without interference from outside authorities. Under the German *Freiheit von Forschung und Lehre* it is claimed a primary feature of German education, and

indeed of most Western higher education. It is not, however, altogether easy to define the nature of this freedom. Pre-Reformation universities, after all, were not seen as "free" but as agents of Roman Catholicism. And modern German foundations, such as Göttingen, were intended in the first instance to train civil servants for the purposes of the state. Historically, freedom from outside political interest has never been a conspicuous feature of university practice. And yet Wilhelm von Humboldt, the minister responsible for the foundation of Berlin, regarded the freedom of academic life as central to his project.

The modern slogan of university autonomy may be clarified by looking at the official Prussian attitude towards freedom of religious conscience during the era of university reform. Religion was defined, in this Lutheran state, as an internal matter, a personal and private concern of the individual citizen. Within the limits of privacy a person was "free" to believe and worship as he or she wished. What was not permissible was that the individual citizen should subscribe to religious beliefs which overlapped into the sphere of public practice. Politics and political morality - the public sphere - were completely excluded from "religion" as defined by the Prussians. Indeed it was expected that any serious religion should encourage reverence for the state as a primary article of belief. Private beliefs were one thing; public behaviour quite another.

The government wanted neither interference from the university in practical affairs of state, nor the possibility that the university might acquire interests of its own which might clash with those of state institutions. The university was to be free to turn out intellectual gymnasts, but not such as would apply their talents to practical or political criticism. In this the professors and their students were encouraged by

the status and financial rewards which the Prussian state conferred upon them as its own immediate employees.

Obviously the distinction between freedom to think and freedom to act is a difficult one to maintain, and the history of the German universities since their reestablishment has been beset by conflict between state authorities and unruly academics. In 1837 seven Göttingen professors including the brothers Grimm (of the *Fairy Tales*) were sacked by the King of Hanover after they had protested publicly at his repudiation of the constitution. When people tried to remonstrate with the king he replied: "Professors, whores and chorus girls can be had for money anywhere."

In 1899 a Professor Arons in Berlin lost his right to lecture following charges that he was a Social Democrat, and a "Lex Arons" passed the following year decreed that Social Democratic activities were incompatible with holding a teaching post in a university.

In 1933 Hitler's "Law for the reconstruction of the German professional civil service" ejected from the universities what few political opponents - such as Social Democrats - might be remaining.

These are just the more conspicuous indications of a fundamental characteristic of the German university. They have always been cosseted as theoretical institutions, but severely reprimanded for any attempt to encroach upon the state's monopoly of practical action. Hence their typical product: the highly educated but deeply loyal state functionary. Hence also the paradoxical phenomenon of an active and articulate opposition outside the universities. The high esteem in which intellectual accomplishment is held in Germany extends also to those who are learned without being loyal. Unlike, say, England, modern Germany has a remarkable tradition of dissident scholars who managed to pursue their profession outside the universities. One thinks of Feuerbach, Marx, Heine, Mehring and many others.

If we look at the German student movement of the 1960s we may discern interesting continuities.

As an institution with a primary responsibility towards the state, the German university has never concerned itself particularly with the interests of its students. The state has been the customer, the students in the nature of raw materials. This is a reason why German universities have never been as protective towards their students as, for example, English universities. Equally, they have never inclined to allow the students a say in the running of the university. Student welfare and student self-government have always been a part of student organization, never of the university as a whole. Similarly, the authority structure within the university itself has mirrored the relation between university and state: inferior levels, such as the teaching assistants, have freedom only within limits set by higher levels, the professors.

The threat of exmatriculation was the first step in a programme which came to be known as "Verschulung", or "schoolification". This programme during the 1970s effectively reversed the reforms of the post-war years by restricting the growth of student-based university autonomy. This was done mainly with the aid of additional curricular requirements imposed by the administrators. The students' attempts to influence teaching and examination, and to direct the role

couragement, by means of grants, to school leavers to go into higher education. Secondly changes in the administrative structure of universities such as the newly founded Free University of Berlin gave student representatives previously unknown chances to participate.

Increasing political radicalism during the 1960s among both students and younger members of staff greatly accentuated this tendency. New universities were founded under strong pressure from student opinion and incorporated fresh concessions to the principle of participation. In many places constitutions were tried in which the professors no longer had a majority control of the votes. Three-way parity of votes between professors, non-professorial teachers and students became a major slogan in the reforms of the late 1960s. Students came to exercise decisive influence in such formerly sacrosanct areas as the appointment of new members of staff, examinations, and finance. Meanwhile the claims of the university as an autonomous agent in the social economy also increased.

It goes without saying that in all this the tenor of teaching changed dramatically, away from old and well-defined academic subjects towards those which had "relevance", and an immediate application in the struggle for a better life. Political analysis was brought into all subject areas in order to demonstrate the functions and connections which traditional teaching had obscured for so long.

The state first defined the modern German university, and had no great difficulty in restoring the definition once the ardour of the students had cooled. We can see the force of the authorities' control in their handling of the students from the 1960s onwards. To some extent, it was the authorities' doubts about what their

own post-war reforms had ushered in that precipitated the student movement. In 1966, in order to gain some control over a growing and increasingly self-willed student population, the Free University announced that students who did not present themselves for examination within a certain period would be "exmatriculated", in other words struck off their courses. In Germany it has traditionally been possible for students to study what they wanted, depending only on the passing of the general certificate of university maturity, and to study it where they wanted and for as long as they wanted, depending only on the availability of their funds. In an era of rapidly expanding student numbers these freedoms of course created considerable difficulties for the authorities and even more for the students.

The threat of exmatriculation was the first step in a programme which came to be known as "Verschulung", or "schoolification". This programme during the 1970s effectively reversed the reforms of the post-war years by restricting the growth of student-based university autonomy. This was done mainly with the aid of additional curricular requirements imposed by the administrators. The students' attempts to influence teaching and examination, and to direct the role

of the university in the social economy, were blocked by increasingly stringent regulations emanating from the culture ministries. Threats from older students to the authority of established teaching were counteracted by moves towards the "normal study time".

Meanwhile outside the walls of the university, but nevertheless imposing a drastically effective control, the 1972 "Radikalisierungsgesetz" (decreed against radicals) abruptly forbade the employment by the state of any person found to have engaged in "unconstitutional" activities. In this context means a wide variety of things such as membership of the (legal) Communist Party, activity in demonstrations, suspected contact with terrorists, and the like.

Thus the state has been able to ensure that freedoms enjoyed within a university can only be enjoyed within it. Disruption inside its four walls can be kept inside, and indeed suppressed, by a state which controls the vital links between the university and the rest of society.

Because German higher education is a vocation-oriented system, and because many German professions involve employment by the state (for example all teachers and the junior ranks of lawyers and doctors), the educational authorities were able to neutralise uncooperative universities by making it difficult for their graduates to find jobs. Even outside state employment, most private employers are reluctant to accept applicants who are known to be under a ban from the "Guardians of the Constitution" (the "Verfassungsschutz" organization).

As a result of these measures the political atmosphere of the 1970s has not been sweet. It has been a prolonged and painful exorcism of the spirits raised by events in the late 1960s. Exorcism is perhaps the wrong word, because although the spirits have been driven from the state system, or at least contained in isolated areas such as Bremen, the aspirations generated by a brief experience of autonomy still live on. So do many of the reproaches levelled at their elders by the protesting students. The greatest of those reproaches was that of a continuation of bad traditions, a continuity which the authorities have themselves demonstrated convincingly by their own actions. It is now more apparent than ever that the "freedom" demanded by Humboldt for his new university in 1810 has never been more than highly abstract.

Universities founded by the state, under increasingly direct control from the state, and supplying a system in which the state occupied all key positions, could only be "free" in a very attenuated sense.

Having said that, there is a positive aspect of the system which also lives on. The German respect for learning has continued to support lively and talented opposition from beyond the pale of university respectability. This is something which the English have not had since the 17th century, and which is badly needed. Universities without serious opposition, either inside or out, are only partly credible. The directionless complacency of intellectual debate in England stands in sad contrast to the bitter but dynamic production of the Germans.

The author is lecturer in the department of German at Cambridge College of Arts and Technology.

Portrait of the artist as an adventurer

When Napoleon's defeat in 1815 reopened the roads of Europe, the British travellers increasingly found on them were not the old Grand Tour nobility but the prosperous middle classes.

Prominent among the "tourists" (as seekers after foreign climes, culture and "the Picturesque" began to be called) was a new generation of topographical artists: their pictures, and especially the engravings which they contributed to a rising tide of popular travel books, both made their own fortunes and greatly encouraged the taste for travel from which they profited. Most were young - Turner, in his forties, being one of the oldest - and many were, like him, of modest origins. One of the most successful and certainly the

most intrepid was an Edinburgh cobbler's son, David Roberts (1796-1864). Inter RA and the Artists' Adventurer" celebrated in a Scottish Arts Council exhibition now in Paisley and bound for Dundee and Edinburgh later this year.

Roberts, who trained as a decorator, was already famous as a theatrical scene-painter in the 1820s. When he began to advance his gallery reputation by travel he was as canny as he was to prove resilient. Largely avoiding the well-beaten paths of France and Italy until later life, he struck out in 1832 for Spain - then barely known - and in 1838 followed in the wake of archaeological and biblical interest. Egypt, Syria and the Holy Land. The latter tour gave him the name to the great set of lithographs which resulted, beyond

doubt the finest travel series ever produced.

As this exhibition well shows, Roberts was above all a draughtsman, architecture being his forte. To this his theatre training added a bold sense of colour and drama - qualities not always praised in his own time - and also great speed and skill in execution. He turned out hundreds of sketches, often in grim conditions, with astonishing precision and economy. The oils and watercolours developed from these sometimes lack liveliness, but the best infallibly repeat the sense of scale and proportion as well as the almost photographic accuracy of detail which he could seize and retain - right down to the graffiti scrawled by travellers on his Egyptian ruins. If the colourful figures peopling his scenes are some-

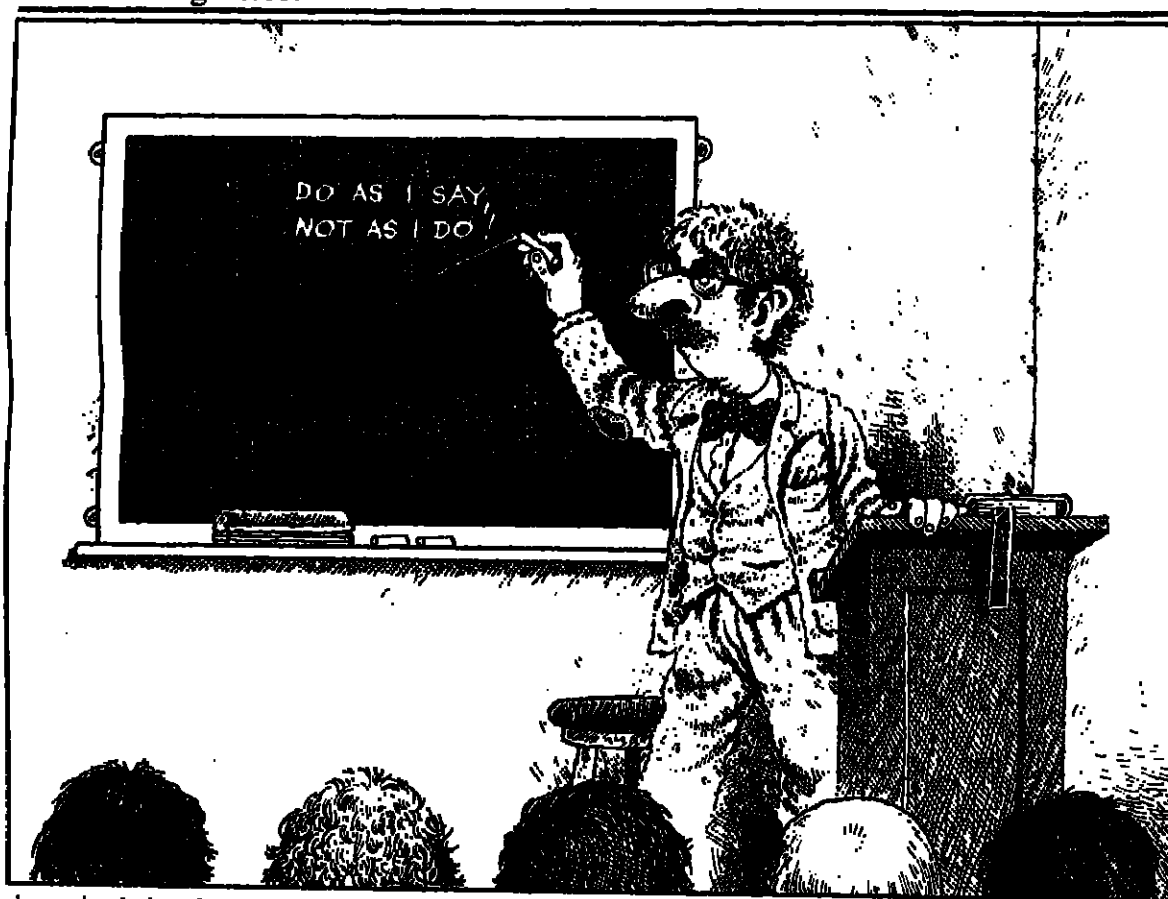
times a wooden concession to nineteenth-century taste, there is often a striking movement in the crowds which points up the soaring masonry above or carries on into the baroque Moorish or Egyptian decorations.

Roberts has long been deservedly popular and while this exhibition does not always show his best work, it gives a fine variety on which to judge his talents. Helen Guterman's catalogue (with other good contributions) draws on long acquaintance with the man, through the pictures themselves and the richly informative legacy of his letters and journals. It is high time these were properly published.

Pieter van der Merwe

Putting practice into theory

John Colbeck suggests that lecturers would benefit from teaching more, and teachers from learning more.



"Educational theory is remote from the practice of teaching." What is usually meant by this common complaint is that one group of people, theoreticians or lecturers, has become disconnected from another group, the practitioners or teachers.

One solution to this problem can be very simply expressed. People should practise what they teach, and what they theorize about. Lecturers should have teaching practice. Teachers should be good examples of learners. Most lecturers start to grow apart from teachers when they cease to experience their kind of work and lifestyle. Few teachers have a study of their own, with a cupboard, filing cabinet and bookshelves. Only a small proportion of teachers regularly undertake research, theoretical study or updating courses. Teachers tend to go on teaching how to learn long after they have ceased to learn themselves.

Few lecturers in education continue to teach children. They continue lecturing on how to teach children long after they have ceased learning how to teach them. Some have never taught in a comprehensive school, but they could, and they could learn in doing so.

The reason given for teachers ceasing to learn and for lecturers ceasing to teach children is often the same - lack of time. But lack of time is always lack of priority. Teachers could be given a study day, if it were i.e.a. policy, and some teachers do make time for study or research. Lecturers could be timetable for teaching in school and some are.

At a time when radical reorganizations of the system of teacher training are being proposed, it may be helpful to suggest less ambitious, but more immediately practical, ways of improving matters. On the principle that everyone should practise what they teach, lecturers in colleges and departments of education should all do some teaching in school; teachers in school should all do some learning. Both lecturers and teachers would gain competence and credibility as examples of the skill which they seek to promote.

In two establishments in Germany, it is the policy that the majority of lecturers and researchers in the physics departments should have continuing experience of school teaching. At the Institute for Research in Science Teaching in Kiel (ISP), Professor Westphal, the head of the physics department, and a number of physicists on the staff each take responsibility for a second-

dary school class for one morning a week. At the former teacher training high school in Dortmund (now a department of the University of Dortmund), Professor Nachtigall and most of the physics staff have a similar commitment throughout the school year.

Given the will, it is not difficult to make arrangements which are mutually beneficial to the school and to the college or department. The cost is limited to a few telephone calls and travel claims.

In the physics department at Goldsmiths' College, time has been found for a brief annual spell of teaching practice for method lecturers in the following way: during the autumn term each of the two lecturers in physics method is given responsibility for one double lesson a week in William Penn School, North Dulwich, a local comprehensive school. Each lecturer is thus a teacher on his own for four mornings in September, with a junior form. In October the

postgraduate students arrive and are divided, one half of the group joining each lecturer. The students watch the lecturer teach one lesson and thereafter share responsibility, under his general direction, for the lessons for the rest of the term.

Immediately after each lesson, including that given by the lecturer, there is an hour's criticism and analysis of what went on. It is not only the students who learn. Immediate discussion of practical and theoretical problems of classroom difficulties, is invaluable. It also provides lively reference points for discussion in other sessions back in college. For the students it is a not-too-threatening preparation for the continuing full term's teaching practice in the spring.

With not more than five students in a laboratory, one student can be given overall responsibility for each lesson, the other students helping, one to a bench. Or the class can be

taught in small, separate groups. The lecturer teaches, and learns "on the shop floor" with the students. In September he learns without the students and is very much like a new teacher each year, getting back to the language, concepts and behaviour problems of a first or second year mixed ability class in London.

It is not much, but can one go on lecturing on how to teach with less? Practical competence is not the only thing a method lecturer has to keep on learning. He also needs to make this possible it has been the policy at Goldsmiths' to share the

lecturer's work in physics between two lecturers, each of whom can thus also take part in teaching physics to BSc students. This forces one to continue learning the subject. One method lecturer's research field is in comparative physics education, the other's in medical physics. Continued learning of the subject is necessary for at least two reasons.

First, the physics in school textbooks is often misleading or wrong. One can teach the wrong ideas efficiently. Second, the motivation for scientific enquiry comes from where enquiry has its point - at the frontier between the known and the unknown. The teacher needs contact with some part of the frontier to communicate the excitement of learning to his students.

Again, the elements of example and credibility are central. The two lecturers have been able to avoid the normal pattern in which moving to a college means giving up one's subject and the teaching of children, while hoping to convey to students an enthusiasm for both.

If the best teaching is by example, the best teachers will be seen to be learners of what they teach. If teachers are not learning their subject then they are showing. In the most impressive way possible, then, the learning is not important to them. If we have ceased to find learning interesting, why should children find the path we trod - to boredom? It is no gain if the child learns all that is known about the world and finds it, as a result, uglier or duller than when he started school. We accept the principle that university teachers should be engaged in research, but those who are charged with giving children their first experience of learning are often "only" teaching.

Although it would not be enough, the time gained for teachers by lecturers assuming responsibility for some of their classes would be a small beginning towards making time for research, possibly with the lecturer. The shared experience and social contact should promote realism in lecturers and it might give teachers a little more time to practice some of their ideals.

In England in 1981, falling school numbers create an opportunity to make time available for teachers to learn. If Government, local authorities and teachers themselves think it important enough, Teachers need this kind of lift of status, morale and conditions of work if they are to be the kind of people to inspire children to learn. Lecturers working in schools might make a small start in a cooperative venture to make this possible. Connections would be made between the experience of pupils, teachers, students and lecturers in education.

There should be less confusion about the role of the 29 English polytechnics and criteria for cuts can be fairly readily formulated. Their role need not be rehearsed here, but a glance through the CDP publication, *The Polytechnics: Vision into Reality* (Spring 1979) will establish the essential characteristics of polytechnics. In disciplines, levels of courses and modes of attendance all with a vocational orientation have been more than achieved. Unfortunately, there has been no such clarity of role for the other colleges and this is bound to lead to difficulty in formulating a common set of criteria for all non-university institutions.

Each polytechnic has developed its own ethos within the 1966 White Paper guidelines during a decade of expansion and the moderating effect of the complicated control system. If the expansion had been rationally controlled, it could be argued that the criteria used for the approval of courses by i.e.a.s, the Regional Advisory Councils (RACs) and the DES through the Regional Staff Inspectors (RSIs) could be used for terminating courses. The expansion was not so controlled. The further process of approval on academic criteria by the national validation bodies, CNA, BEC, TEC, et al did not produce uniformity either in course content, course objectives or teaching method. Most of the degree courses in the polytechnics have been subject to at least one quinquennial review since the initial approval and have developed, as was very different from the original scheme initially validated.

Most polytechnics have developed their own criteria for the establishment of new courses. At Leicester Polytechnic the academic board adopted a set of characteristics for courses it proposed to support. They were:

- the courses are student orientated;
- the courses are vocational;
- the curriculum are based on the demands of the courses, and not on the discipline;
- on the level of course (sub-degree, degree, post-graduate, post-experience) is based on the needs

of students;

- changes in the needs of the professions or employers; and
- lack of financial resources to support them.

It has sometimes been assumed that in the period of expansion, sufficient resources were available to develop any new course where need was proven. That, of course, was not so.

If we were now able to look forward to steady-state funding in real terms, the experience of the last few years in closing courses might on close examination yield criteria

Quality control exercise

David Bethel urges institutions to adopt contingency plans in the face of in the face of further calls to cutback

Most of the reports and correspondence which followed the University Grants Committee's package of cuts raised questions on the criteria applied by the UGC to its decisions and, predictably, those at risk have suggested that the criteria were ill-informed and arbitrary.

It is difficult to identify a set of simple and common criteria used and the veil of uncertainty attracts accusations of unfairness. One is left speculating about the criteria although one does not doubt that criteria were formulated and used by the UGC in discharging its unenviable task of trimming the university sector.

No doubt there was a range of factors and these may have included departmental track records of excellence in teaching and research, the attraction of well-qualified students, unit costs, the potential for the development of certain subjects, the need for the over-provision of subjects particularly those spread thinly across the universities (and this may have been related to a geographical spread), and the "shape" of institutions, that is, the make-up of the mix of disciplines likely to produce a strong institution of a particular size by either their affinity or complementarity.

The conception of the role of the university today held by UGC members must have influenced their approach to the criteria adopted if only subconsciously. It is this conceptual approach to the role of institutions providing higher education which can clarify or confuse those who will have to decide the criteria for the distribution of the next round of cuts on the non-university sector, the polytechnics, the local education authorities, the voluntary colleges and the direct funded institutions.

There should be less confusion about the role of the 29 English polytechnics and criteria for cuts can be fairly readily formulated. Their role need not be rehearsed here, but a glance through the CDP publication, *The Polytechnics: Vision into Reality* (Spring 1979) will establish the essential characteristics of polytechnics. In disciplines, levels of courses and modes of attendance all with a vocational orientation have been more than achieved. Unfortunately, there has been no such clarity of role for the other colleges and this is bound to lead to difficulty in formulating a common set of criteria for all non-university institutions.

Each polytechnic has developed its own ethos within the 1966 White Paper guidelines during a decade of expansion and the moderating effect of the complicated control system. If the expansion had been rationally controlled, it could be argued that the criteria used for the approval of courses by i.e.a.s, the Regional Advisory Councils (RACs) and the DES through the Regional Staff Inspectors (RSIs) could be used for terminating courses. The expansion was not so controlled. The further process of approval on academic criteria by the national validation bodies, CNA, BEC, TEC, et al did not produce uniformity either in course content, course objectives or teaching method. Most of the degree courses in the polytechnics have been subject to at least one quinquennial review since the initial approval and have developed, as was very different from the original scheme initially validated.

Most polytechnics have developed their own criteria for the establishment of new courses. At Leicester Polytechnic the academic board adopted a set of characteristics for courses it proposed to support. They were:

- the courses are student orientated;
- the courses are vocational;
- the curriculum are based on the demands of the courses, and not on the discipline;
- on the level of course (sub-degree, degree, post-graduate, post-experience) is based on the needs

of students;

- changes in the needs of the professions or employers; and
- lack of financial resources to support them.

It has sometimes been assumed that in the period of expansion, sufficient resources were available to develop any new course where need was proven. That, of course, was not so.

If we were now able to look forward to steady-state funding in real terms, the experience of the last few years in closing courses might on close examination yield criteria

of the student and on the world of work;

- the mode of student attendance (part-time, full-time, block-release, short-term, sandwich) must be determined by the needs of the student to attain his/her objectives;
- the method of teaching chosen must suit the student and great attention must be paid to the efficiency of teaching method.

In addition, at Leicester, the academic board has developed a strategy for the evaluation of the effectiveness of courses. This, more recently, has become a CNA requirement. Courses develop in an organic way and reflect the experience of staff, the quality of students and the changing requirements of employers. Hence the evaluation process needs to be complex if it is to be objective and effective.

Before any new course proposal was made by the polytechnic, a course profile form was completed identifying course objectives with a survey of the market in terms of potential, employment prospects and existing courses of a similar nature and an analysis of physical, manpower and financial requirements. The forecast data is tested against the actual out-turn every five years and considered with reports from validating visiting teams and external examiners. The academic board considers a set of related reports annually - an application/admissions report, an examination results schedule, and a report on the first destinations of graduates/diplomats.

Thus the evaluation of courses establishes and links their academic standards, their ability to attract suitably qualified students and their effectiveness in preparing students for relevant employment. The provision

allows action to be taken, where necessary, to modify course content, to add new modules and to terminate courses. In most cases changes are not made before the consultative committees (comprising representatives of industry, the professions and research organizations) have had an opportunity to comment.

There has been two main outcomes from this evaluation process: many degrees now enjoy indefinite approval from the CNA and, over the last two years, 39 courses have been terminated or abandoned although approved. Even during the period of expansion the termination of courses was not unknown. In the first few years after designation (1969), a range of lower-level courses was transferred to local FE colleges in accordance with i.e.a. policy. Other long-established professional qualification courses were replaced by degree courses in accordance with the policies of the DES and the professional bodies. Technician courses were re-cast completely to meet the regulations of TEC and BEC. Some courses were abandoned for various reasons.

The decisions to terminate the 39 courses over the past two years did not emanate from the i.e.a. or other agencies but from the internal review mechanism. This included first and second degrees, postgraduate diplomas and subdegree courses and were a mixture of full-time and part-time courses. The reasons for their termination can be placed in three categories:

- failure to attract a viable number of students;
- changes in the needs of the professions or employers; and
- lack of financial resources to support them.

It has sometimes been assumed that in the period of expansion, sufficient resources were available to develop any new course where need was proven. That, of course, was not so.

If we were now able to look forward to steady-state funding in real terms, the experience of the last few years in closing courses might on close examination yield criteria

which could be applied to trim the sector in order to make room for new developments and not attract accusations of being "ill-informed and arbitrary" or "unfair". Alas this is not the position postulated in the current Expenditure White Paper for the period up to 1983-4 which indicates a cut of 18 per cent in academic staff and a 15 per cent cut in all other expenditure by 1984.

A new approach and criteria will be required and it is difficult to envisage cuts of this scale being applied equally to all non-university institutions without a resulting serious diminution of standards and an unacceptable distortion of the national provision. The cuts must be planned nationally by an appropriate and authoritative body capable of applying educational and academic criteria which will make for economic sense.

No such body exists as yet although one should emerge from the DES current deliberations adumbrated in the Green Paper. The scale and importance of the task before a national body cannot be underestimated and one of its first aims must be to formulate and apply criteria to existing courses and cut back in ways which will leave a strong viable sector of institutions capable of responding to the nation's needs in the years ahead. The conceptual problem to which I have already referred will be sharpened.

One approach to the formulation of criteria is to produce a check list. An initial discussion by the academic development committee at Leicester Polytechnic identified items for such a check list. They included the need to:

- retain a balanced educational provision with the retention of fundamental disciplines;
- see the institution's provision against the national provision in order to avoid unnecessary overlap and to retain courses which were unique or in short supply;
- match career prospects for graduates and diplomats;
- be able to attract adequate numbers of qualified students;
- be able to provide adequate resources to support courses in terms of staff (academic and others) and expensive capital equipment;
- avoid easy options by closing, for example, one-year part-time courses;
- maintain traditional values which, without a base in higher education, might easily be lost.

This checklist could easily be extended and refined, but is the checklist of criteria the best approach? This approach tends to concentrate the mind on course by course decisions and could overlook the need to retain a balanced educational provision. The problem of determining a balanced provision raises a number of questions.

To begin with, the present make-up of the polytechnics and colleges is so different that any definition of "balance" must be extremely flexible unless one deduces that there exists unbalance now in many institutions. It must also be assumed that institutions in, say, 1969, 1975 and 1980 were "unbalanced" in education provision. There can be no particular magic about the mix of courses in an institution at any given time yet those of us responsible for an institution have not sought to add courses simply to extend an empire: there have been sound educational reasons behind most developments.

The most important of these were given in the 1966 White Paper which argued for strong academic communities and rejected mono-technics in favour of poly-technics. I have no doubt that both artdesign education and education as a discipline have benefited from a wider association with other disciplines and integration into a larger academic community.

Then there is the matter of economy of scale to be considered. The important concept of inter-disciplinary influences. Certainly it can be demonstrated that, for example, design education has benefited from close

- strong courses which have gained a high reputation attracting a large number of well-qualified applicants (a large share of a large market);
- strong courses in a weak area (a large share of a small market);
- a less-than-average (or weak) share of a small market;
- a less-than-average (or weak) share of a large market.

At first reading, this approach to course criteria can appear attractive in combining numerical data and



Mr David Bethel: each polytechnic must set its own standards.

association with business studies and engineering and vice versa. There are other obvious examples. The criteria for cuts must extend beyond a checklist centred on individual courses.

There is a growing bibliography concerned with criteria. Among these, papers by Professor John Sizer of Loughborough University of Technology have argued an important point that there is a difference between cost-efficiency and effectiveness.

His view is that for a course (and an institution) to be effective in the long term, cost-efficiency cannot be the sole criterion. The most expensive courses may well include those courses which produce the educated and trained manpower on which the economic health of the country depends. An analysis of course costs must be a necessary exercise for the formulation of criteria for course retention/termination if the objective is to reduce overall expenditure.

It is understood that the UGC has a bank of such data although this cannot include information on many courses in the non-university sector. Some polytechnics have course cost analyses of varying sophistication. The Polytechnic Finance Officers Group (PFOG) have analysed broad institutional costs, but it is clear that much more work should be done to establish reasonable cost-bases of courses before any rational system of cuts can be applied.

This line of thought leads on to the criteria of effectiveness. The value of an institution is related to the value placed on its courses by both potential students and employers, hence the importance of data on the applications/acceptances ratio modified by an evaluation of the quality of the applicants. To apply a simple GCE A level point score of applicants and students in the non-university sector would not be acceptable for it would cut across the concept of comprehensiveness. Studies on student academic performance in the polytechnics at degree and sub-degree levels have not established a correlation between A level attainment and final class of pass. In any case, only 40 per cent of all full-time and sandwich students enrol direct from sixth forms.

The value placed on courses (or rather on their graduates) by employers is related not only to the perception of the usefulness of those they employ but to the relative uniqueness of the courses available to meet their needs. This aspect of course provision has been developed by P. Doyle and T. Travers of the University of Bradford Management Centre in a matrix form using product portfolio concepts developed by the Boston Consulting Group. They suggest that all courses can be divided at institutional level into four groups:

- strong courses which have gained a high reputation attracting a large number of well-qualified applicants (a large share of a large market);
- strong courses in a weak area (a large share of a small market);
- a less-than-average (or weak) share of a small market;
- a less-than-average (or weak) share of a large market.

At first reading, this approach to course criteria can appear attractive in combining numerical data and

value judgments, but action taken from this matrix, as John Sizer has pointed out, would overlook emerging and declining areas both nationally and institutionally. Sizer has developed a *Directional Policy Matrix* which takes account of subject area attractiveness (to students and employers) and strengths in subject areas (enrolments and academic attainment).

However, this matrix developed with a university in mind, is unlikely to fit exactly the criteria needed for polytechnic and college courses. Here I am not assuming that all universities are alike or that all polytechnics conform to a single mould. Nevertheless, the academic structure typical of a polytechnic differs markedly from that of a university in that in the former one finds inter-dependent departments with course teams drawn from across departments and even faculties.

The formulation of criteria to close courses must be seen in the context of the national provision, yet closing a course inevitably leads to staff redundancies if the object is to save money. Apart from their role in teaching and research, most staff discharge other duties and responsibilities often not directly connected with their course. The value of this must be a factor in declaring redundancies following course closures. This suggests further criteria and exposes the problems for both a national body likely to have the responsibility for orchestrating a package of cuts and for the institutions anxious to remain viable and effective educational units.

The full implications of any package of cuts is unlikely to be appreciated by any central agency. This suggests that the criteria for cuts need to be formulated after some kind of conceptual model of an institution has been devised. No doubt the model should take into account a geographical distribution of courses as well as the track record of institutions.

The outcome may mean that the closure of institutions, or the withdrawal of approval for all higher education in an institution under powers already available to the Secretary of State for Education and Science, would be the best solution for the health of the sector. The criterion required for this solution would be of a different kind from those attached to course closure and retention.

If Government have decided to cut the non-university sector to meet the changes in demography and match the size to the finances available, then the over-riding objective must be to rationalize the existing provision in ways which will leave a strong sector of quality capable of meeting the educational demands of the next decade. The criteria for cuts should follow from such an overview. In the meantime, each institution would be wise to develop its own contingency plans however distasteful the process is for, as the Carnegie council report on *policy studies in Higher Education* (San Francisco, 1980) says, "... it is better to plan to meet the future effectively than just to fear it as a new dark age".

The author is director of Leicester Polytechnic.

What purposes are served by higher education? Are students on degree courses being trained to do useful things, or are they being taught to think? Alternatively, are students being trained to do useful things at the same time as they are being taught to think originally? There is an obvious question: what are "useful" things?

I was talking to a senior staff member of a department whose students have a seven-year training, including practical placements. I discovered that, more than six months before the completion of the course, about a third of his ex-students were without a job of any kind. I teach on a "non-vocational" degree, and commented that my ex-students did not seem to be much worse off, partly because my students were inclined to try almost anything. The response to my comment was an eye-opener: "It's alright for your students, they haven't done a vocational course." What he said was very true: students of non-vocational (and sometimes "more academic") subjects seldom go into higher education with any fixed job in mind, though they may have general career aspirations. For example, somebody who does a degree in history rarely goes into higher education with the idea of being a historian (possibly a history teacher) - more likely they are thinking of the Civil Service or chain-store management. A person who goes on to a degree in civil engineering, librarianship, education, accountancy, computer science, or one of many other similar subjects, has frequently

Bursting the vocational bubble

Students must be encouraged to take more practical postgraduate courses to cope with the changing nature of the employment market, argues G. J. Bovis Allan.

lessened the extent of their flexibility in future employment markets.

One good thing about doing a vocational degree course is that the subject one has learnt may help in other fields - my degree background in science has meant that I can turn a more critical eye on some of the claims of scientists and engineers. To do a vocational degree is not itself a bad thing, although vocational courses are too frequently no more than the memorization of "facts", with little emphasis on learning the habit of "enquiry". A combination of some vocational relevance, with a highly academic course would be powerful, but this brings us back to the question: what are "useful" things? As Saint-Exupéry notes: "What is the Sand? As for the future, your task is not to foresee, but to enable it." Or, forget about giving bigger grants to students doing useful (at the present time) subjects, make sure students are taught to think, to be flexible in thought and behaviour.

There is a myth, a dangerous myth believed by both the Left and the

Right in politics, that we need more engineers, and thus engineers should be better paid. Why? If there is a demand (the only way we can measure the need) for engineers, which is so great, then firms will have to pay engineers far more than they do now. Society (as shown by its behaviour in the marketplace) does not seem to need engineers desperately. Potential students (who seem to have a clearer idea of the realities of the situation) are again turning away from vocational courses, if one is to believe the latest figures from the universities and polytechnics concerning applications. The response from those who are already working in their trades/unions stronger - they sometimes call them professional bodies - and so by monopolizing licensing, protect their interests: the clearest examples of closed shops of the ordinary person that exist in this country. The response of those teaching on vocational courses is

often to lower the entry requirements even further (e.g. degree courses in technology which do not ask for "A" level mathematics - a key vocational necessity).

Knowledge of the future, and future knowledge, is of essence unknowable; to claim to have a vocational course which impart useful knowledge, knowledge that will be of direct use in the future, is slightly dishonest. To learn, as I did years ago, that the computer programming language Algol 60 was far superior to another programming language FORTRAN, does not account for the situation that Algol 60 has almost disappeared, and that FORTRAN (plus a language I had never heard mentioned, COBOL) rules the roost. Nowadays computer science students are learning that the "best" language is Pascal, and that there are no jobs at the end of that degree. The explanation of these phenomena is a sociological and an economic question, and not a scientific one. To plan the future on some mythical distinction between useful (i.e.

vocational) and non-useful (i.e. non-vocational) courses is a prescription for waste - as is most planning. There are countless unemployed graduates in education, engineering, computer science, librarianship, architecture, public administration or law: think how many graduates in these disciplines have posts in unrelated areas, where their training may or may not be useful. The employment market is changing so rapidly that, sensibly, students starting degrees are choosing non-vocational, slightly subjects with the intent of doing a postgraduate course in a more vocational subject, or getting an employer to train them (in management, programming).

This trend should be encouraged, and is part of the growing awareness that retraining (or redirection) will become increasingly important for those past their higher education. Retraining is not just for the militarily educated workers (who need more education in this flexibility we need to have degrees which are directly aimed at making students think, and are not at the whim of staff-student ratios or passing notions of "advancement"; we need courses which enable employers to know "there is a graduate who can think for himself".

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BOOKS

The onlie begetter and his family

The Reader and Shakespeare's Young Man Sonnets by Gerald Hammond Macmillan, £12.00 ISBN 0 333 28851 3

New Poems by Shakespeare: order and meaning restored to the sonnets by John Padel Herbert Press, £9.95 ISBN 0 906969 10 7

by Kenneth Muir

Early editions of Shakespeare's works did not include the Sonnets, and when they were reprinted in the eighteenth century George Steevens remarked that "the strongest act of Parliament that could be framed would fail to compel readers into their service". It is a far cry from that to the modern view that some of the sonnets are the finest love poems in any language. Yet L. C. Knights' lament in his *Explorations* essay that there was "no little genuine criticism in the terrifying number of books and essays on the subject" is not without some validity nearly half a century later.

The reasons are obvious. As Shakespeare left behind no confessions or even letters, his biographers, despairing of constructing a satisfactory life from legal documents and scraps of gossip, have seized on the sonnets to plug the gap. But these elusive poems may be wholly fiction, or a blend of fiction and fact. Hence the speculation about the identity of the recipient of the rival poems, of the Dark Lady. Some biographers with homosexual inclinations have been anxious to enlist Shakespeare to their party - despite the disclaimer in No 20 - and others who have persuaded themselves that the sonnets were written by a peer of the realm have combed the sonnets for supporting evidence.

Unfortunately the search for clues is bound to conflict with a critic's main duty, and those sonnets which help one to date the sequence or link them with Pembroke or Southampton are studied with greater care than the acknowledged masterpieces of the collection. Even the scholarly necessity of attempting to date the sonnets by fixing their relationship with those of Constable or Daniel is only a pre-critical exercise. Another favourite play springs from the apparent disorder of the 1609 edition. It is quite possible to rearrange the sonnets so as to form a more or less coherent narrative poem; but there are so many plausible permutations - based on the theory that adjacent sonnets have common rhymes - that the rearrangements convince nobody for long.

Nevertheless in the last forty years there have been some excellent criticism of the sonnets (for example, by Leshman, Lever, Hubler and Booth) and some valuable editions, such as those of Ingram and Redpath, Seymour-Smith, Dover Wilson and Stephen Booth. Mr Hammond's book, indeed, is indebted, as he acknowledges, to Booth's monumental edition, and like his mentor he is committed to the task of unravelling ambiguities and the unweaving of the sub-text. Like Booth, he sometimes goes beyond the boundaries of the plausible.

Mr Hammond is concerned to question the view, expressed by Knights and others, that the sonnets are a disorderly collection. He argues that the sonnets addressed to the young man form "an organised, coherent and developing sequence of poems". He examines, often in some detail, all but four of the first 126 sonnets; and he makes out quite a good case for his belief.

He is right to insist that we must not in our criticism be "circumscribed by the ideas and ideologies of the sixteenth and seventeenth centuries"; but moral responses must not be "subordinated to what we have been told are the Renaissance notions and values of such and such a thing". Fair enough: provided that we do not read into the sonnets ideas which are clearly alien to the

minds of Shakespeare and his contemporaries.

It is when Mr Hammond gets down to particular instances of sub-text that doubts begin to arise. A few examples may be given. In commenting on No 103, he says that on the surface the "sonnet is a piece of conventional self-abasement", but that there is an innuendo in the last 10 lines that the young man is guilty of narcissism, merely because he was instructed by the poet to look in the mirror. This is not to deny that the young man was guilty of self-love, as Shakespeare makes clear in several of the early sonnets. Then Mr Hammond declares that No 71 ("No longer mourn for me when I am dead") is "usually read as an exercise in sarcasm". Happily there are very few critics who have regarded that grave and selfless poem as sarcastic. Nor many will agree with Mr Hammond that No 4 -

Unthrifty loveliness, why dost thou spend
Upon thyself thy beauty's legacy -
carries the innuendo that the young man masturbates; that the poet of No 37 is "a decrepit voyeur"; that No 53 ("What is your substance, whereof are you made?") parodies the metaphorizing process; that the "Ah" of No 34 ("Ah, but those tears are pearls which thy love sheds") is sarcastic; and that "the marriage of true minds" is ironic. Here, one is tempted to say, the hypothetical sub-text is a denial of the meaning of the poem as experienced by 99 readers out of 100. One does not need the exhumation of sub-text to realize that Shakespeare was perfectly aware of the young man's character; but he did not cease from loving.

It is fair to say, however, that Mr Hammond's close reading of a number of the sonnets brings out subtleties which are really there. We may instance the shrewd analysis of Nos 56 and 99:

My argument is that Sonnet 99 uses its conventional predictability to enclose a final and quite damning criticism of the young man by way of the sequence... I will point to the reader's response to the fate of the final flower, the (apparently) pink rose which is consumed by a vengeful canker. According to the sonnet's logic this flower is being punished for having stolen from the young man and other flowers; the reader appreciates this intellectually, but responds instinctively to the image of a canker devouring a rose and identifies the rose with the young man.

Mr Hammond has, moreover, a number of memorable phrases, as when he comments on the first group of sonnets that Shakespeare "turns the young man into a kind of monument, my preserved in poetry...". The text immortalizes him, but the sub-text embalms him. This neatly expresses the exasperation of a modern reader with the immortalizing process, even though it may fall into the error of crediting the poet with twentieth-century feelings. Nevertheless the book as a whole can be recommended because it challenges the reader to probe as deeply into Shakespeare's meaning.

The sonnets, as rearranged by Dr Padel, were recited from the stage of the National Theatre by Simon Callow; they are now printed with a long explanatory preface and a few notes. Dr Padel, after teaching classics, became a psychiatrist; but in this book he relies very little on psychiatric knowledge, although he underlines more than most biographers the importance of Shakespeare's of the death of Hamlet, his son and heir.

He arranges the sonnets in 31 tetrads (groups of four), taken from Nos 1-125 of the 1609 quarto, seven triads (groups of three), and a number of pairs and singles. Although some of the tetrads have common rhymes, and others are adjacent in the quarto, the rearrangement appears to be based mainly on what Dr Padel regards as psychological probability. We are given the story



William Herbert, third Earl of Pembroke; an engraving after Van Dyck.

of Shakespeare's relations with the Pembroke family, but it is not clear whether the story was suggested by the rearrangement, or the rearrangement suggested by the story.

In the first week of April 1597, Shakespeare (we are told) was invited to Wilton to compose poetry for William Herbert's seventeenth birthday. His parents were worried by the boy's reluctance to marry, one proposal having broken down. As the poet had not seen him, he was sent a portrait of him by Hilliard, as suggested by No 16. Although Shakespeare was already the leading dramatist of the day - he had written 15 plays besides two famous narrative poems - he was asked to prove his competence as a sonneteer. This he did by reciting the poem he had written about Anne Hathaway at the time of his wedding. Then he extemporized with two variations on a Latin version of a poem in the Greek Anthology, doubtless borrowed from Mary Pembroke's library (Nos 153-4). Not content with that he composed impromptu variations on two unpublished Sidney sonnets "Thou blind man's mark, thou fool's self-chosen snare" and "Leave time, O love, which teacheth but to quarrel" as "The shame" and "Poor soul, the centre of my sinful earth". (The textual error in the latter sonnet is an indication that Shakespeare had not written it down.) He also recited a bawdy sonnet (151) to please the less refined taste of the Earl. Convinced by these feats, as well they might be, that Shakespeare was a competent poet, Pembroke duly commissioned the birth-day poem in 17 sonnets, which the poet duly recited before an audience, the boy being present.

The middle-line failed to work. The reluctance of the Earl to undergo the projected marriage with Bridget Vere; Believing it to be the baseness of a virgin, they now asked Shakespeare to arrange for the boy's sexual initiation. This the poet duly accomplished, first by reading some of the Dark Lady sonnets ("My mistress' eyes are nothing like the sun" and "When my love swears that she is made of truth") so as to arouse the boy's curiosity, and then by introducing him to the woman about whom the sonnets were written. Either he asked the Dark Lady to oblige him, or he knew that she would need no prompting to seduce such a handsome nobleman. The seduction, suggested by the parents, was plotted by the poet; and the 18 sonnets connected with it were recited on William's eighteenth birthday. The boy did not know that he had been taking part in a comedy of which the script had been written by Shakespeare.

William hurried back to Wilton, fearing that he had been infected with syphilis, a not unnatural fear if he had been shown No 144: "Till my bad angel fire my good one out". The early death of William's child by Mary Fitton may have been due to this infection and William's later notorious womanizing may have been due to the same cause. In one of his poetry recitals in August 1598, Shakespeare derided Chapman, who was present, for claiming that he had been inspired by the affable familiar ghost of Homer, whose *Iliad* he was translating. This annoyed William Herbert, who therefore snubbed Shakespeare; and as the poet continued to write birthday sonnets until 1606, we may assume that he was forgiven, so that he could conclude the series by telling Time: "I will be true despite thy scythe and thee".

The sonnets, then, were essentially a professional job, commissioned by the Pembroke family. They give no support to the idea that Shakespeare was sexually attracted to Herbert.

Primarily, Shakespeare was teaching Herbert how to be a patron and teaching him the mutual consideration which was his basis. In effect, this meant accepting his narcissism and by enlarging transforming his pride in his beauty into a pride in his virtue.

Nowadays it would be a psychotherapeutic undertaking.

It was clearly impossible to publish the sonnets in the order in which they were written: this would have revealed too much about the character of William Herbert. His former tutor, Hugh Sanford, still employed in the Pembroke household, took on the task of shuffling the collection. This was at some date before his death in 1607. He took the opportunity of altering the master-mistress sonnet (20) with its reference to his own love for his pupil.

A man in hue, all hues in his controlling,
which, we are told, originally read "A maiden hue..."

But the Countess was ultimately responsible for the publication. She wanted to preserve the beautiful poems which she had commissioned and immortalized the beauty of her son. She came up to London in 1600 and "this may be connected with the publication of the Sonnets in that year".

Dr Padel's narrative is as intriguing as a piece of fiction - not surprisingly, for that is precisely what it is. He provides enough genuine facts to lend plausibility to a bold and unconvincing narrative. So plausible, indeed, that one is not surprised that one good scholar has expressed the belief that this edition of the sonnets will make all previous editions outdated.

Yet one remains sceptical. There have been so many rearrangements which seemed at first to improve on the chaos of the quarto - there is a table of them in the great Variorum edition - but which now find few supporters. Even Stirling's brilliant attempt looks less attractive now than it did when I introduced it as John Dover Wilson. It is significant that Dr Padel ignores not merely the

defences of the quarto by Michael Allen and Philip Edwards, but also the numerical defence by Alastair Fowler in *Triumph of Form*. Yet, if Professor Fowler is right, Dr Padel's ingenious construction falls to the ground.

Let it be granted that the first 17 sonnets were written for Herbert's seventeenth birthday, and that the advocacy of marriage was part of Shakespeare's brief. Yet, even here, rearrangement seems unnecessary. It breaks the link between ten obvious sonnets, without any obvious compensation. The sonnets do not read more smoothly. The rest of the story (if one may venture to disagree with a professional psychiatrist) appears to a layman to be wildly improbable. Perhaps the Countess was keen on poetry-readings; but the public recital of these poems would have been acutely embarrassing to Herbert and to the poet himself.

The introduction of Herbert to the Dark Lady for the purpose of a seduction turns the poem into a parody; of which transformation by Contretemps might have protested with some justice that it was "such a part, never I shall discharge of the like". Dr Padel has been infected by the stigma of being in love, but at a price not many of his readers would be prepared to pay. Would Shakespeare have been foolish enough to risk offending his paymaster by introducing their beloved son to a woman he knew to be infected?

I am assured on medical authority that Herbert's later promiscuity cannot be blamed on a syphilitic infection.

Of course the sonnets, as Dr Padel recognizes, are dramatic; but this means that any reconstruction of the possibly meagre factual basis of the experience described is not susceptible to proof; and there are more than one offers us, including the one that most readers would take for granted. Shakespeare had two loves, of course: one platonic, the other sensual; and the mistress, of his grief, seduced the friend.

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BOOKS

Soviet views of the capitalist crisis

The "Crises" and the "Crash": Soviet Studies of the West (1917-1939) by Richard B. Day New Left Books, £9.50 ISBN 0 86091 030 5

Professor Day examines a neglected theme in the history of economic thought: the debates among Soviet economists about the nature of the interwar capitalist system and its business cycle.

There are some minor weaknesses. The historical context is sometimes weakly presented; for example, the New Economic Policy was not a reaction to the Kronstadt revolt, while the danger of war seemed more serious in 1927 than Professor Day believes. As a result the complex interrelationships between developments in Soviet society and developments in economic thought are oversimplified. But on the whole this is a careful and perceptive study which shows a fine grasp of the complexities of the Soviet discussions. It is particularly valuable because it places the Soviet debates firmly in the context of the history of Marxist economics in Europe as a whole.

Two rival interpretations of capitalist crisis were established by German Marxists in the first decade of this century. Rosa Luxemburg argued that the fundamental cause of crisis was the tendency to overaccumulation and overproduction, or what amounts to the same thing, to underconsumption. In her view, "the final cause of all real crises always remains the poverty and restricted consumption of the masses". For the time being, colonies and other non-capitalist markets provided the means of avoiding

overproduction; but, according to Luxemburg, once they had been incorporated in the capitalist system, crises would inevitably turn into the "breakdown" or "crash" of capitalism.

Rudolf Hilferding, in contrast to Luxemburg, argued that there was no permanent or chronic problem of overproduction in capitalist economies. Crises were endemic to capitalism, but their fundamental cause was the "disproportions" between industries and sectors which resulted from the free operation of market forces. Hilferding devoted much attention to the efforts of industrial firms and banks to overcome disproportions by organizing cartels and trusts, and according to him, by the beginning of the twentieth century free market capitalism was giving way to what he called "organized capitalism". In his revolutionary days before the First World War, Hilferding believed that organized capitalism would not succeed in eliminating the business cycle. But in the 1920s the former revolutionary became a cautious reformist; he now held that organized capitalism was both possible and desirable.

The debate was resumed in the Soviet Union after the Bolshevik revolution. The Luxemburg approach was not at first taken seriously: the underconsumptionist analysis was crude, the automatic breakdown theory had no empirical basis. The Hilferding approach, strongly endorsed in its methodology by Lenin, was almost universally accepted, though at first without reformist implications. By the mid-1920s the emergence of a restored and dynamic capitalism from the travails of the

First World War seemed to Bukharin and his school to demonstrate that organized capitalism was now a real possibility, at least within the boundaries of each nation state.

The depth and duration of the crisis of 1929-1933 took many Soviet economists by surprise. Even after the Wall Street crash of October 1929, some of them expected that the crisis would be of relatively short duration. There were important exceptions. As early as 1927 the heterodox Osinsky predicted "the onset of a general crisis or a deep depression" in the United States. And from 1928 onwards Eugene Varga, former minister in Bela Kun's communist government in Hungary, now a leading Moscow-based economist, anticipated the breakdown of capitalist "stabilization". In the Soviet and Comintern political leadership, the pro-Stalin anti-Bukharin group also foresaw the approach of a period of war, revolution and economic collapse.

The outcome was paradoxical. Varga, the only major economist of the 1920s to emerge almost unscathed in the 1930s, explained the underconsumptionist terms. He was endorsed or encouraged by a pronouncement from Stalin in June 1930 (not until the Soviet party archives are opened, if ever, will the relative roles of Stalin and Varga in establishing this new orthodoxy become clear). By the end of 1931, the crisis was expected to be permanent, and "Hilferdingian" explanations in terms of disproportion were completely rejected in favour of the neo-

Luxemburgist underconsumptionist theory, though with no acknowledgment of its provenance. This in turn had to be somewhat modified when recovery began in 1933. To Varga if not to Stalin the upturn of the mid and late 1930s was primarily due to state expenditure on armaments and public works; the capitalist state provided, at least in part, a solution to the underconsumption of the masses. Professor Day rightly draws attention to the parallel between Varga's reasoning and that of Keynes, whose *General Theory* was published in 1936.

If Professor Day's book had been published ten years ago, its interest to most Marxists and to most bourgeois economists would have been largely academic. Before 1973 it seemed obvious that the world economic crisis of the 1930s was primarily due to underconsumption, and could have been cured by a large Keynesian (or Vargian) dose of public expenditure. Capitalism had evidently solved its most fundamental problem; no future major crisis was anticipated. Now that a new worldwide crisis of capitalism has scattered these illusions, Professor Day's sympathy with the Hilferding tradition, and his rejection of Luxemburg, Varga and Keynes will evoke a much readier response. The reader will await with keen interest his second volume, which will bring the story up to the 1970s.

R. W. Davies

R. W. Davies is professor of Soviet economic studies at the Centre for Russian and East European Studies, University of Birmingham.

The democratic road

The Communist Parties of Italy, France and Spain: postwar change and continuity edited by Peter Lange and Maurizio Vannielli Allen & Unwin £22.50 and £9.95 ISBN 0 04 329033 7 and 329034 5

As the first of a series of "case-books" on European politics and society from the Harvard Centre for European Studies, this handsomely produced and impressive volume looks well for those that are to follow. Undoubtedly the theme of the book will seem a little worn to some: Eurocommunism again? Can anything more be usefully said on this subject? But the book itself dispels such doubts.

The approach is resolutely documentary. The editors have assembled a succession of official speeches, articles and manifestos from the communist parties of Italy, France and Spain respectively. These texts are grouped so as to illustrate five basic issues: the domestic alliance policies, international outlook, policies towards other communist parties, and general international outlook. Editorial comment is kept brief and dispassionate, and the translations seem to me good - they read well but also allow me to catch the often odd terminology of the originals.

One of the strengths of the book is that the editors have wisely resisted the temptation simply to put together a mass of texts culled from the last five to six years, in the hope of catching Eurocommunism on the spot, following the evolution of the parties from the end of the war to the end of 1978. This gives the book much greater solidity and educational value.

The core of Eurocommunism is defined, broadly and convincingly, as the "strategy of a national, democratic and peaceful road to socialism". In other words it represents the jettisoning of Marxism, but of

Lenin's theses on party strategy. The party is no longer regarded as standing apart from the political organization of the nation, and waging a covert civil war against it. It is regarded as part of the national polity, and struggling to achieve a Marxist transformation in and through it.

The rejection of Lenin's theses brings with it the rejection of the leadership of Lenin's own party, the Communist Party of the Soviet Union. Significantly, statements emanating from the Italian Communist Party are always placed first in the order of discussion of any issue. The Italians manifested the spirit of Eurocommunism from the very end of the war. Their strategy, expressed with vitality and freshness, has been consistently to work within the framework of the Italian constitution and to ally with "progressive" non-communist forces in order gradually to isolate "monopolistic groups". Spanish Eurocommunism is really the transference of the Italian attitude to another part of the Mediterranean littoral. Experience of civil war and of the Franco regime clearly generated among Spanish communists the same kind of outlook that was generated by the experience of Mussolini's regime in Italy - above all the positive acceptance of a liberal democratic constitution as the framework within which Marxist objectives must be pursued. The battles, to quote the Spanish party's official thesis in 1978, "must be fought within the parliament, the municipalities, the social organizations, the press, and so on, and not on the battleground of civil war".

The French, of course, have not felt the same need to make such sweeping acknowledgments and abnegations. In so far as they do acknowledge liberal principles, it reeks more of tactics, and of concessions grudgingly made, rather than of a deep reorientation.

Murray Forsyth

Murray Forsyth is reader in politics at the University of Leicester.

Political dynamics

Change and the Study of International Relations: the evaded dimension edited by Barry Buzan and R. J. Barry Jones Frances Pinter, £13.50 ISBN 0 903804 83 2

The purpose of this collection of essays by 13 writers is to redress an imbalance in current theoretical debate by concentrating on the dynamic elements in global politics and their explanation.

"Change" in this, or any other, aspect of human affairs is peculiarly difficult to define and as an explanatory concept it is singularly ambiguous. We talk of change in terms of both an alteration from the past, that is in comparative and evaluative terms, and of a process of alteration, a process which can be induced, arrested, and controlled. It can be conceived of as a departure from a given status quo, or as a novel state of affairs created by the manipulation or occurrence of specific factors operating in a causal process.

It is the latter conception of change however - as a series of induced and explicable stages in a process leading to a definable state of affairs - that dominates this work. Most of the authors are aware of the difficulties in dissociating change from a subjective understanding and treating it as an objective variable. This problem is central if change is to be used as a theoretical explanatory concept. While attacking extant theorizing, especially the conservative and mechanistic effusions from American political science familiar to us all, the contributors to this work assert the importance of theoretical formulation as a basis for an explanation of international relations. Such a theory in their view must account for change as well as being able to identify and define it with precision.

But in a sense everything is subject to change; nothing is permanent. An explanation of why a particular state of affairs came into existence, or transformed itself into another, entails the satisfaction of a number of logical and empirical criteria.

Charles Reynolds

Charles Reynolds is senior lecturer in politics at the University of Durham.

A MAJOR PUBLISHING EVENT PARTICLE PHYSICS AND INTRODUCTION TO FIELD THEORY

By T. D. Lee
ENRICO FERMI
PROFESSOR OF PHYSICS
COLUMBIA UNIVERSITY

Just published by Harwood, this original new work forms the initial volume of the series *Contemporary Concepts in Physics*. In nearly 900 pages Professor Lee offers a unified presentation of particle physics, starting with a self-contained discussion of quantum field theory and going on to the symmetry and interaction of particles. PARTICLE PHYSICS expresses the author's personal approach to the subject and contains many derivations and formulae which have not yet appeared in the literature.

Among the significant, but rarely discussed, topics are the foundation of symmetry principles, order-of-magnitude estimations, the development of collision physics, vacuum, a physical medium, quantum confinement, and quantum chromodynamics. Students as well as seasoned workers in the field will find PARTICLE PHYSICS an essential text.

Tsung-Dao Lee was awarded the Nobel Prize in Physics in 1957. His major areas of research include particle physics, statistical mechanics and field theory.

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BOOKS

Humanist vision of the social sciences

Semantics and Social Science
by Graham Macdonald and Philip Pettit
Routledge & Kegan Paul, £8.95 and £4.95
ISBN 0 7100 0783 3 and 0784 1

Recent analytic philosophy has been strongly influenced by developments in formal logic and semantics. It has also moved away from its traditional general concerns towards a more specific interest in local subject areas such as those of the particular sciences. One figure especially represents such changes, namely the American Donald Davidson. He has combined in his numerous but short articles both an appeal to formal theories and a determination to apply those theories to particular non-philosophical disciplines, especially

psychology. But Davidson's work, influential and stimulating as it is, remains programmatic, cryptic and largely inaccessible to non-philosophers. The authors of *Semantics and Social Science* have attempted to use Davidson's views in order to elucidate the familiar philosophical problems of the social sciences. Their work is at once derivative, in its general acceptance of Davidson's programme, and original, in its attempt to clarify and extend the implications of that programme for the social sciences.

The book deals generally with four central issues: in the philosophy of social science; the problem of cross-cultural understanding; the nature of explanation in social science; the conflicts between an individualist and a collectivist treatment of society, and finally the alleged subjectivity and value-laden character of social science. In the background, and some-

what summarily explained, is the source of their views, namely the Davidsonian accounts of semantics and of the nature of psychological explanation. The authors are against relativism, scientism, explanatory individualism, and at least some sorts of subjectivism. They are in favour of individualistic explanation for large-scale social phenomena, and of a humanist view of social science which treats as unrevealing and irreducible what is called the "orthodox" or "everyday" conception of human agents. Such a bald account may make the book appear more partisan than it is. There is a strong evangelical tone in the work, but every case is critically supported by careful argument. Indeed one distinctive feature of the book is its persistent rejection of earlier arguments for similar conclusions.

Such a work faces demands which it is scarcely possible to meet with

total success. The purists will claim that Davidson's views are inadequately or incompletely sketched. Anyone assessing the book as an attempt to popularize or publicize these novel ideas may feel that they are not yet made simple or clear enough. Beyond that sympathetic readers will still find points where the argument is less conclusive than it is supposed to be. Some will wish to question the inevitability of the "orthodox" conception. Others may be puzzled by the combination of the claims that we may give "interpretative" accounts of action in the "orthodox" conception and that nevertheless all genuine explanation is causal. The interesting distinction between expressive and explanatory individualism, and the rejection of the latter in social science, rest on some indecisive points. Yet the discussions have real merits too. The authors rarely take conventional philosophy

for granted. The puzzles about cross-cultural understanding, about individualism and collectivism, and about subjectivism in social science, are all rightly represented as in need of tough analysis before they can be resolved.

The book will serve usefully both as an introduction to Davidsonian views and as a worthwhile contribution to the philosophy of social science. Feminists should like it too. All the anonymous theorists, linguists, anthropologists, philosophers and social scientists, referred to in these pages seem to be women, as one is tempted to say, to a man.

Graham Bird

Graham Bird is professor of philosophy at the University of Manchester.

Heart and mind

Understanding Persons: personal and impersonal relationships
by F. M. Berenson
Harvester Press, £18.95
ISBN 0 85527 463 8

Frances Berenson's book asks the question "how is it possible that human beings come to understand each other in various degrees in spite of the problems inherent in what human beings are?" A natural reply is "with great difficulty", since a large part of the philosophical problem of understanding people has to do with the different ways in which we can fail.

The ways that matter to Dr Berenson - partly because they matter too little to too many philosophers - derive from failures of feeling. Philosophers tend to suppose that emotion is something that just happens to us as passive victims and which, perhaps for this reason, is a major source of error. She, on the other hand, is firmly on the side of the testimony of most imaginative literature and most common opinion that it is, on the contrary, failure of feeling that is the prime source of failure of human understanding. A capacity for personal involvement is a necessary condition for understanding someone "on a deep level".

This might seem obvious, but it is neither trivial nor truistic. For it is not simply because philosophers are head-obscured that such claims for the heart can seem so bafflingly hard to make. The concept of sense of Aristotle, the notes, referred to in understanding as "right thinking" and for her it is a necessary feature of understanding that it is "propositional", that is can be expressed in words. But right thinking about what - and,

in the case of people, according to what criteria? If to fail to understand a physical process is not to be able to affect its outcome, should it be enough to understand another person that he can be similarly explained and manipulated? But this is at worst how a torturer or an lingo understands his victim, and at best invites the charge that it is to see people merely as "cases" or "types".

This suggests the familiar dilemma that if understanding is to be sufficiently interpretive to provide stateable explanations of people some degree of this "scientific" detachment is essential, but just this seems to lie against the "personal, creative" form of human understanding that she seeks to explain.

She offers a wealth of illuminating discussion that ranges from Merleau-Ponty on perception through a rich survey of predicaments of understanding in imaginative literature, but I am still a little unclear about her final position. She does not, it seems to me, adequately distinguish between two issues on which her central argument turns. On the one hand she claims that both "objective" and "personal" understanding must be involved together in any kind of understanding. If she is right, and I think she is, then feeling is itself a form of thought, but then, too, it can also mislead and misleadingly objectify. Balzac may have understood his characters because he loved them and not the other way about, but lingo too felt about Othello. We still need a clear account of emotion's error for the role of feeling to be fully recognized.

But on the other hand, what is it about emotion and personal involvement that does go beyond the limits of what she calls objective under-

standing? She firmly recognizes that the "creative processes" of emotional interaction notoriously cannot be captured in words and that this may seem to conflict with her insistence that understanding is essentially propositional. Her point is, however, that this is just because such relationships do consist of processes.

And this is a different contrast, it is between a static account of thought, understanding and knowledge and a dynamic one. On the former view we try to get a grip on what it is we have - our conclusions - whether about people or anything else, to confirm or falsify them. But *judicious* understanding is a process as well, as is rightly insisted it is, such a view of the problem can never see it square: we can't pin down our understanding of others, not because it is ineffable but because it continues beyond any stop. It is her contribution to our further understanding of this point that makes this book humane and worthwhile.

Andrew Harrison

Andrew Harrison is lecturer in philosophy at the University of Bristol.

"Must All Religions be Supernatural?" is the title of Rodney Stark's contribution to *The Social Impact of New Religious Movements*, a collection of essays edited by Bryan Wilson. The book also contains "Who'd be a Moonie?" by Eileen Barker and "Disorientations to Mainstream Religion" by David Martin. Eight of a nine papers were delivered at a conference sponsored by the Unification Church, and the book is published by the Unification Theological Seminary at \$10.95.

of this debate, and writes indeed as if he were unaware of its existence. He contents himself instead with an elementary account of Wittgenstein's views, which leans heavily on a number of undefined concepts such as a "permissible" move in a language game, or what people need to be told (in the context of the claim that something lacks sense if nobody needs to be told it).

All this might be excusable if the chapter were part of an elementary text introducing first-year students to the work of Wittgenstein - although even at that level it would be disappointing. But that it should be published as a treatment of the grandiose themes which Dillman claims to illuminate is astonishing.

Nicholas Everitt

Nicholas Everitt is lecturer in philosophy at the University of Exeter.



This head of Amenhotep II, who preceded Tutankhamun by about 60 years as ruler of Egypt, is the earliest glass portrait known. It is reproduced from Chloé Zervick's *A Short History of Glass*, which is published by the Corning Museum of Glass in New York and distributed by Constable at £3.45.

Thought and language dimly illuminated

Studies in Language and Reason
by Ilham Dillman
Macmillan, £15.00
ISBN 0 333 28443 3

Dr Dillman tells us in the preface to this brief collection of essays that their common theme is "the ultimate basis of our forms of thought and language". What the book actually contains is very much less exciting than this claim suggests. There are three longish essays on Plato, Hume, and Wittgenstein, two shorter ones on Wittgenstein and Derrida, and finally two brief pieces, one criticizing the views of the American psychologist Gergen, and the other raising some questions about a paper by Rush Rhees.

Whatever the mode of composition of the essays was, they certainly do not read like contributions to a common theme. There is, for example, virtually no continuity in the

book, no carry-over of points from one essay to another, no cross-referencing between the sections about the different philosophers, no attempt at a comprehensive and systematic treatment of the supposed ultimate bases. No rationale is provided for the selection of those philosophers who are included, or for the exclusion of those who are not.

As a general treatment, then, of its ostensible theme, the book is a failure. But that leaves the possibility that the essays, taken as isolated treatments of independent topics, should have some interest. But in fact they yield very little philosophical illumination. In part, this is because some of the points which Dillman emphasizes are now wholly familiar (as when he insists that extension and abstraction cannot account for all our understanding of word meanings, or when he criticizes Hume for not realizing that emotion

must have a belief component). In part, it is because Dillman's sense of what counts as an enlightening remark to make is, to put it kindly, idiosyncratic. For example, having adopted a broadly non-cognitivist view of theism, he is confronted with the question of what the difference is between the theist and the atheist. He says that they "differ in the way they see things, even when there is no difference between them in what they infer about what lies beyond the reach of the senses" (page 107). But an appeal to seeing in this context explains nothing (even when it is italicized). And if one turns back to the section, which this remark summarizes, although we find more metaphors about seeing, about being blind, about throwing light, and so on, there is no genuine explanation of how people can differ in the way they see things, given the sameness of their beliefs, which Dillman concedes. The trouble with Dillman's

claim here is not that there could not be such an explanation. It is that his purported explanation of the difference between theism and atheism is itself part of what the non-cognitivist has to explain.

A third source of weakness in the book is the way in which so much of the discussion occurs in an intellectual vacuum. This is perhaps most marked in the chapter on Wittgenstein, which consists principally of an exposition of Wittgenstein's views on meaning. In recent years there has been much stimulating work on the theory of meaning. Some of it has been within a very broadly Wittgensteinian tradition, some of it has had a clearly anti-Wittgensteinian impetus. One thinks here, for example, of the writings of Dummett on the one hand, and of Davidson on the other, and of the excellent articles which their work has provoked. Dillman pays no attention at all to any

BOOKS

The chosen people

Jews: their religious beliefs and practices
by Alan Uterman
Routledge & Kegan Paul, £10.50 and £6.50
ISBN 0 7100 0743 4 and 0842 2

In spite of a broad division of his book into two parts, the first dealing with religious beliefs and the second with ritual and practice, Alan Uterman, himself a traditional Jew, has a broadly consistent approach to his subject. Beginning roughly at the start of the second century CE and continuing down to the present he offers a comprehensive survey of the major ideas, customs and movements which have made Judaism what it is. Uterman gives a lot of attention to a number of prominent individuals from different eras, particularly Judah Halevi, Moses Maimonides, Baruch Spinoza and Moses Mendelssohn, and builds up a warm picture of variety, creativity and freedom from servitude to any one creed or dogmatic interpretation. Not a little space is given to the more exotic movements which have coloured Jewish life: the Kabbalah, the Zohar, Chasidism and the Jewish mystical tradition in general.

Uterman assumes his readers to be either Gentiles, or at least Jews who know little of their people's traditions. For such the selection appears to have been admirably chosen, with a positive concern to move beyond the later biblical period which has tended to become too heavily exposed as the "classical", and by implication therefore "authentic" period of Jewish life. It is striking in fact that Uterman manages to avoid saying very much at all about the Hebrew Bible, or

about the history of the biblical period, in his study. Unfortunately, in doing this he has almost certainly over-reacted to an established scholarly tendency, with a consequent loss of clarity. When, for example, he offers some fascinating glimpses into different eras of biblical interpretation, he will lose those readers who do not know already about the origin and formation of the Bible itself. Also omitted is any firm indication of where the continuities and solidarities of Jewish life are to be sought. The synagogue is not introduced and explained until chapter 12, towards the end of the book. But there is a useful glossary of major terms concerning Jewish life and a select bibliography with a number of useful comments about particular books for further reading.

Uterman does little to reconcile the many aspects of Jewish life and thought with each other. Spinoza is described as dispassionately as the Orthodox Party, which would have none of him or his views. So too the various nineteenth and twentieth-century movements which have made modern Jewish life what it is are introduced with an almost bland acceptance of their disagreements and incongruities. Still, in many respects the inner depths of religious life and practice can more readily be felt and followed than rationally articulated, so it is to Uterman's credit that the book remains readable and interesting, and it should become a well used text for those engaged in teaching religious studies.

R. E. Clements

Dr Clements is lecturer in divinity at the University of Cambridge.

Unnecessary labour

Studies on Islam
translated and edited by Merila L. Swartz
Oxford University Press, £12.00
ISBN 0 19 502716 7

The publication of *Studies on Islam* is useful but unnecessary. The work brings together nine articles by seven distinguished scholars of Islam, including such past masters of the field as Ignaz Goldziher and Louis Massignon, as well as modern experts like Maxime Rodinson and George Makdisi.

But unlike the articles in the two editions of *The Legacy of Islam* (1931 and 1974), which sought to evaluate and summarize the magnificent cultural achievements of Islam and their impact on Europe, the collection of *Studies on Islam* has no coherent theme. The sole link is the fact that all nine articles were originally published in French or German over a period of some sixty years from 1914 to 1975. The subject matter ranges from pre-Islamic bedouin religion, Muhammad and tradition to Islamic mysticism, that Hanbali School of law and Islamic attitudes towards the ancient (ie mainly Greek) sciences.

The editor has tried to include studies which "trace the development of the modern critical study of Islam in its various branches" as well as those which "focus on Islam directly" and are concerned with particular problems and issues in Islamic history. In this he has succeeded, and the articles chosen provide a clear picture of the way in which Islamic scholars have written about Islam from the beginning of the century. Inevitably some of the articles, particularly the earlier ones, are written in what has been called the tradition of "orientalism": this has become a pejorative term in Islamic studies since the publication of Edward W. Said's controversial *Orientalism* (1978), which tried to demonstrate how full of conscious or unconscious prejudice much western study of Islam and the East was and is.

Two articles in Swartz's collection stand out above the others: Rodin-

son's "Critical Survey of Modern Studies on Muhammad", first published in *Revue Historique* in 1963, provides a wide-ranging and extremely erudite conspectus of the way in which the life of the Prophet has been studied. It is notable for its grasp of developments in the epigraphic and numismatic fields as well as the Islamic, and offers an ideal introduction to recent scholarship about the early days of Islam. The survey's only drawback is that it stops with material published in the early 1970s.

George Makdisi's article "Hanbali Islam", originally given as lectures in 1969, is also a notable achievement. Reacting against the influence of Goldziher, whose views affected the study of the Hanbali School of law for so long, Makdisi endeavours to show that the Hanbali and the Islamic mystics were not necessarily diametrically opposed to each other, and the demolition of a number of carefully cherished beliefs about the relationship between the two. He also has great interest to say about the great Islamic theologian, philosopher and mystic al-Ghazali (died AD 1111), and opposes "the notion that al-Ghazali made Sufism [Islamic mysticism] orthodox by reconciling it with Muslim orthodoxy".

The other articles in *Studies on Islam* are of varying quality. All, it is true, hold some interest for the student of Islam but several have a very dated air. One wonders about the wisdom of assembling such a collection on the grounds referred to above. Most English-speaking scholars of Islam read and all the articles are readily accessible in their respective journals. So while Swartz's task was a useful one in providing the scholar with a single volume in place of a desk-load of assorted journals, it was not a necessary one. His efforts would have been better appreciated if he had translated from less accessible languages.

Ian Netton

Dr Netton is a lecturer in the department of Arabic and Islamic studies at the University of Exeter.

BOOKS

The egg that Luther hatched

The Beginning of Ideology: consciousness and society in the French Reformation
by Donald R. Kelley
Cambridge University Press, £24.00
ISBN 0 521 23504 9

Professor Kelley is already known for his work on intellectual history, including theories of monarchy and resistance in sixteenth-century France. His present concern over the exhaustion of ideology in our own time apparently prompted him to explore its origins and generation in another. It is difficult, however, not to feel that this is a private, dream-like experience.

Kelley anticipates the charge of subjectivity by claiming that subjectivity is truth. That does not, however, make it communicable by the methods of scholarship, which he seems to be trying to use for at least quasi-metaphysical purposes. Kelley is both learned and obscure, and his liberal use of jargon does not assist his multiple efforts to explain his purpose. At an early stage we are told that ideology "is centered upon [the] juncture between society and consciousness" (page 4). Anyone to whom the meaning of that statement is obvious may well find this a stimulating book. Others are likely to find it baffling.

By consciousness, Kelley evidently means the states of mind and quality of experience - the emotion, thought and discourse of individuals - which moved the Protestants first to associate with others and then to act as they did. The outcome was civil war, propaganda and ideology. Thus he works first on the private consciousness, which preceded the public consciousness. In search of private consciousness, the author's method is to describe what he calls an "apologue" - taken as a representative occurrence or experience - and to follow it with a kind of historical meditation on that theme. The first of these, under the title "the egg that Luther hatched" in 1534, a public scandal arising from the ubiquitous distribution of doctrinally seditious posters.

Since, traditionally, Erasmus laid the egg that Luther hatched, one might have expected the author to have proceeded from the Bible, which printing and Erasmus had rendered available and which so deeply affected a growing intelligentsia.

Kelley pursues his chosen method through six "social or institutional formations" which are held to reflect different levels of the ideological process. They are: the family and religious conversion, the reformed group, education, the legal profession and printing. However, the assumption that private consciousness fits together with what Kelley appears to see as the public consciousness, would seem to involve all sorts of arbitrary and theoretical assumptions about the minds of men and the ways in which events come about. Private consciousness can hardly have been a collective phenomenon, and the Huguenots were never a homogeneous party.

On the public side, we get the origin and development of a mass of propaganda and polemical literature as well, in the end, as a body of political theory - in particular resistance theories, although these were not peculiar to France. It seems odd, in this connexion, that the author does not consider the conscious effects of the experience of persecution, since much of the printed clamour proceeded from a suffocating sense of injustice - a central aspect of Protestant experience on all social levels - and which, in certain respects, was very well founded. One suspects, however, that the author does not think so.

Anyone unfamiliar with the civil wars will receive an alarmingly inaccurate notion as to how they arose and what they were about. The prince de Condé, for example, is said to have stood "for constitutional opposition" (page 257). He would have been astonished. Of course, taken at their face value, and detached from their precise timing, his declaration of April 8, 1562 - when he took up arms - and subsequent documents, could be thus interpreted but, historically, the statement is inadmissible. The events leading up to the outbreak of the first civil war in

June (not March) 1562, have yet to be properly analysed.

The climax of the Protestant propaganda is shown to have come after the massacre of St Bartholomew in 1572, with a series of well-known tracts - notably the works of Hotman and de Bèze. The tracts focused on three main themes: resistance, inferior magistrates, and the assembly of the Estates General or, in other words, representative assemblies. While the massacre of St Bartholomew undoubtedly released a storm of emotion, the tracts of that decade were surely not a part of it.

If one analyses, which the author does, the arguments of these tracts, and if one considers their timing and the events in France in the 1570s, which the author does not (he could not, within reasonable dimensions), one will find very little connexion between them. But, if one relates the timing and subject matter of these tracts to the basic problems of, and events in, the Netherlands, then their relevance is striking. Nor is this surprising, since the Revolt of the Netherlands was very closely connected with the French civil wars and, in particular, the massacre of 1572. At least from 1568, the two causes, sharing the same enemies, were seen by their protagonists as one. It was the rebels in the Netherlands who, in the 1570s, needed advanced resistance theories. In France, the only hope for the Protestants lay in the regeneration of the monarchy. It was the monarchy which had allowed them recognition and limited toleration in January 1562, and which allowed their basic needs in August 1570. It was also the monarchy triumphant, in the person of Henry IV, who finally allowed the edict of Nantes in 1598, which was reasonably satisfactory while he lived to enforce it. There are considerations, however, which would make a considerable difference to any ideas about the origins of Protestant ideology.

N. M. Sutherland

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BOOKS

Controlling the lower orders

A History of English Prison Administration, volume one: 1750-1877
by Sean McConville
Routledge & Kegan Paul, £25.00
ISBN 0 7100 0694 2

As a study in social history this massive work, which has taken the author some ten years to produce, is likely to establish a scholarly permanence to Dr McConville's reputation. The production of the forthcoming volume covering the period from 1877 (the date at which a national prison system was established in this country) down to 1948 (the year of the Criminal Justice Act which in many ways marks the passage from Victorian penology to our currently troublesome times) should, if it is as good as this book, go far to consolidating it.

It is a fair question to ask why we should be bothered by the minutiae of past practices in public administration when our present problems are so besetting and appear to arise from wholly different sources. Those Home Secretaries who served Victoria from their deep leather and nutmegary furnished offices permanently warmed by colossal coal fires were ministers to a growing empire whose wealth seemed set for perpetual increase; by contemporary standards even the depression of the early 1870s was but a mere hiccup. Where there were apprehensions about the growth of public expenditure, and especially central government expenditure, it was in the context of political philosophy rather than economics. Centralization was feared for its constitutional consequences, not the effect on the Public Sector Borrowing Requirement.

What, then, may we learn from such studies as this? Interestingly enough, McConville in his informative preface reflects that Sir Herbert Butterfield's comments upon what he termed the "Whig interpretation of history" are particularly apposite to most historical studies of the English penal system. "We study the past for the sake of the present" is how the argument runs, but the Butterfield view is that this is seldom little better than a justification for the kind of selective short-cuts that excise the more difficult problems of understanding the course of events. In taking this view McConville must be acknowledged to have stated something that has needed to be said for some time. His book makes it clear that there is no simple continuity to be divined in this century or so of penal history.

For the radical historian there is

material indeed to defend the thesis that our understanding of the first and middle stages of English industrial society is amplified by the study of the practical mechanics of social control: the political power the new middle class were steadily wresting from the landed aristocracy was utilized to constrain those lower orders upon whose wretched poverty the growing wealth of their new masters in part depended. Too many histories of prisons have been written that tell the same basically simple tale. In the eighteenth century the congregate gaols were disease-ridden places overseen by corrupt turnkeys: all was disease, squalor and immorality until the arrival of two groups of reformers, those influenced by the French Enlightenment and Utilitarianism who said that this was an inefficient way of controlling crime and those who were Christians (mostly Evangelicals, Quakers and other Dissenters) who not only agreed that the methods were inefficient but said they were also cruel and inhumane, like slavery and sending little boys up chimneys or women down mines.

Thus a great deal of penal history has seldom risen above the level of an account of the struggles for penal reforms. Of course no one would sensibly wish to belittle the efforts of the humanitarians whose consciences were affronted by the social and political obscurities of their day. But the story is not well presented as an account of the struggle of the "goodies" to neutralize the "baddies". Certainly Lieutenant William Austin's cruelty in Birmingham Prison was properly portrayed by Charles Reade in *It's Never Too Late to Mend* - Austin would have done well in Belsen or Dachau - but there is more to penal history than the history of reform. No small part of the difficulty of understanding the complex interaction of the many currents of belief, opinion and policy moving within society arises from the fact that it is seldom possible to get at a man's thoughts. There are plenty of memoranda but few direct indications of the thinking behind them. Sir Edmund du Cane, probably the most important prison administrator in the last 200 years, appears by his public utterances as a pellucid specimen of inhumanity reflecting something of the cruelty of Mr Murdstone and the pomposity of Mr Balfour. But what lay behind the public utterance?

This "History" for all the prosaic timbre of its title, is an utterly fascinating book. What professional historians may make of it has yet to be seen, but it will be hard to fault on grounds of scholarship. From a

social and political standpoint it may be said to place prison administration in a proper perspective, in its place at the very centre of public policy. For after taxation, the maintenance of public order must be first among the concerns of government. Laws, interpreted by the judiciary and enforced by the police, have little meaning if the sanctions attaching to them have no substance, and the ending first of wholesale capital punishment and then transportation meant that between 1750 and 1870 the prison came to occupy a fundamental position in the repertoire of coercion available to the state. McConville takes us not just from 1750, for he is compelled to look back to the echoes of incarceration penalty from Tudor and Stuart times - but from pre-industrial to modern industrial England. This period which spans not merely the economic shift from an agrarian to an industrial economy nor even the political shifts of power from the land to the board room but the ideological movement from the Age of Reason through to the self-confident pragmatism that was the foundation not just of Victorian wealth but its self-assurance.

Here we learn much of the work of that new class, the public servant named "commissioner" or "inspector". The ex-army officer comes to upgrade the debased status of the gaoler. We learn that the prison warden at Pentonville, like his counterpart of the metropolitan police constable, was often in trouble over his frequenting of alehouses. But above all the reader is presented with something much more than a sourcebook, immensely valuable though it is. Here is an account of what was perhaps the most comprehensive area of social policy which the Victorians attempted to encompass within a single administrative system. What ever indulgences they may have permitted themselves in the belief that they were effecting the moral or educational improvement of those punished for crime, they never lost sight of the basic problem - that of controlling those lower orders of society among whom the dangerous and perishing classes were an ever-present source of anxiety.

The book is excellently indexed, its footnotes are superbly placed where the reader wants them and sources are clearly set out.

Terence Morris

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Asylums for the oppressed

Madhouses, Mad-Doctors and Madmen: the social history of psychiatry in the Victorian era
edited by Andrew Scull
Athlone Press, £16.00
ISBN 0 485 30002 8

Four years ago, in a pyrotechnical burst of Marxism, Andrew Scull appeared on the psychiatric history scene with *Decarceration*, a monograph which proved - to his own satisfaction at least - that both the establishment of mental hospitals and their dissolution were merely aspects of capitalist oppression of the working class. This combined imprecise scholarship and verbal fluency in a heady combination, which at times parted company with the elementary facts. Now, however, he has edited a collection of papers on the social history of nineteenth-century British and American psychiatry which does advance the whole subject significantly.

He wears his Marxism with a difference here, and none of his collaborators seem to share it. In fact, except for the occasional "bourgeois", it has almost disappeared. But he sets out with a revisionist aim, because the "Whiggish" theory of history is now in rather deserved disfavour, and there are sundry references to "administrative historians like Kathleen Jones". It may indeed be time now for a new look, but before Jones's monumental work appeared, the basic outline of this history was far from clear; there is no need to kick away the ladder, once one is safely on the first floor.

The 12 authors here are in equal numbers from Britain and America, but some of the Americans write mainly about Britain. Although mental hospitals developed very similarly in both countries, the leading influence was in Britain for most of this period, and the most significant single event was the establishment by the Quakers at York of The Retreat, where Moral Treatment began. This posed a problem for doctors, who maintained - as Michael Clark points out - that there was no such thing as diseases of the mind, but only mental manifestations of pathological processes in the body. In that case, how could an essentially lay regime such as The Retreat be effective?

One answer came from phrenology, which was able to "shelter and legitimize existing beliefs by recasting them in a scientific mould". Roger Cooter explains how doctors claimed to manipulate the hospital environment to alter specific functions of the brain, and so restore its proper balance. This posed no threat to the medical view that insanity

resulted from organic pathology; furthermore, only doctors could do it because no one else understood the physiology and pathology of the brain. Here presto.

The trouble was that this prescription of individually designed amusements and occupations needed a great deal of medical time per patient. This was all very well in a small madhouse for the relatively well off, but once public asylums were opened, they were besieged - as William Parry-Jones describes in his paper - by "lunatics, idiots, epileptics, paralytics, the elderly and the physically infirm, many of whom had spent long periods in the workhouses". Since most of these were incurable (as many still are today), they remained as chronic patients; as a result, the hospitals grew steadily in size, individual care became impossible, and the lessons of Moral Treatment were lost.

Until the 1950s, things then remained largely unchanged in an institutional mould, of which Erving Goffman's description in *Asylums* is a classic. So the asylum received a very bad press, but many of those (including Scull) who look back to those of the time. Writing on the Lancaster Asylum up to 1910, John Walton emphasizes that it "provided a relatively humane alternative to the other methods of coping with the most vulnerable fringe elements in Victorian society". Meanwhile, the dilemma of how to apply Moral Treatment to large numbers has been recreated today with psychotherapy.

Apart from an admirably lucid chapter by Elaine Showalter on Victorian women and insanity, most authors here tend to a rather tight style, and the absence of an index is unforgivable. Other topics touched upon include the rejection of scientific approaches to mental illness (disastrously tainted with the shovels of American eugenics), the attempt of American neurology to take over psychiatry, the periodic panics here over alleged certification of insanity and criminal responsibility. In that connection, Roger Smith says that Victorian lawyers were willing to relinquish the power and influence of their entrenched legal discourse for the rival expertise of psychiatry. The Sutcliffe case shows that, in this respect at least, things haven't changed.

Hugh Freeman

Hugh Freeman is senior consultant psychiatrist at the Hope Hospital and an honorary lecturer at the Universities of Manchester and Suffolk.

Low's cart-horse refusing to be hustled

Change in Trade Unions: the development of UK unions since 1960
by R. Undy, V. Ellis, W. E. J. McCarthy and A. M. Haines
Routledge, £20.00
ISBN 0 09 143880 2

Though some might wish it otherwise the general image of trade unions as conservative and defensive organizations - Low's cart-horse refusing to be hustled - is not hard to defend. Yet as this study of British trade unions between 1960 and the mid-1970s clearly demonstrates, some very significant and far-reaching changes have taken place even over such a relatively short period; and as the authors rightly indicate in their conclusions the next few years are likely to see further important changes - though for the most part these are impossible to predict with any degree of assurance. Any attempt to review these developments systematically, and to account for them, is therefore bound to be useful.

The authors consider changes under five main headings: the internal government of unions with re-

gard to "non-bargaining" issues; the natural growth, or decline, of union membership; membership growth and extensions of "job territory" through mergers; the growth of militancy in collective bargaining; and the structure of decision-making in seven unions - The Transport and General Workers' Union (TGWU), the Amalgamated Union of Engineering Workers (AUEW), the National Union of General and Municipal Workers (GMMW), the National and Local Government Officers' Association (NALGO), the Union of Construction, Allied Trades and Technicians (UCATT), the Association of Scientific, Technical and Managerial Staffs (ASTMS) and the Post Office Engineering Union - with additional material on minor case studies of the miners, the National Union of Public Employees (NUPE), the boilermakers, bank employees and the National Union of Teachers (NUT). The experience of these unions, which encompass over 60 per cent of the affiliated membership of the Trades Union Congress, is not given equal weight in each section of

the book. Thus, for example, the discussion of the "natural" growth of union membership concentrates on the very different policies and experiences of the two big general unions: the consideration of growth through mergers contrasts the "defensive" merger of building unions to form UCATT, the "consolidatory" merger of the engineering workers and the "aggressive" mergers sought by ASTMS and TGWU; and the growth of "militancy" is reviewed largely with reference to NALGO and the teachers.

The resulting detailed accounts do not make easy reading, but even though they contain little that will come as a surprise to any careful observer of industrial relations over the last twenty years, they are certainly very useful as a reminder and as a source of information and reference. At one level the explanations advanced for the changes described are also of interest: and value; the effects, for example, of underlying shifts in the industrial and occupational structure on union membership; the impact of government legislation (mainly slight) and economic policies (considerable) on bar-

gaining behaviour; and, probably rightly emphasized by the authors as of major importance, the consequences for "change" of the policies and preferences of individual union leaders. Their explanations challenge conventional wisdom at several points, for example, regarding the degree to which unions can foster their own growth, and the analysis of union democracy.

It is much less clear, however, that the authors have developed a satisfactory "model of change". As an organizing device in presenting their material the categories of "internal" and "external" agents of change, and the distinction between areas and processes of change, may be useful, though it cannot altogether prevent repetition; and there is no doubt that the decision-making structures, as well as leadership policies, affect how and how far unions are able to respond to the pressures for change which derive from the economic environment, the composition of the labour force, and the attitudes and policies of, respectively, managers and employers, the government, and other unions and the TUC. The sort of ad hoc explanations developed, how-

ever, go no further than, and might have been better formulated in terms of, the conventional sociological categories of individual and collective actors pursuing ends in given conditions of action.

One basic difficulty lies in the definition of the object of study itself. "Change" is not a homogeneous or unproblematic variable; centralization in union government, for example, (UCATT) and decentralization (TGWU) may both be different but they can have very different consequences. Such problems are scarcely considered, however, in this study which fails to define, though it uses, the notion of effectiveness, and which tends to concentrate in isolation from the social and class structures of which they form a part. Historical developments of this level of specificity require less abstract treatment if any, and are to be established.

Richard K. Brown

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Lithuanians and cave men do it

The Evolution of Love
by Sydney L. W. Mellen
Freeman, £8.50
ISBN 0 7167 1271 7

It is ironic that at a time when most people would like to believe that the differences between men and women are culturally determined, sociobiologists and anthropologists are busy arguing that it is all in the genes. It is to a rehearsal of these by now familiar arguments that *The Evolution of Love* is largely devoted.

The author, Sydney Mellen, tries to infer from the exiguous fossil record the mode of life of our hominid ancestors. He assumes that the genes underlying traits that were once of biological advantage will have increased and that they still influence much of human behaviour. He also argues that where a habit is universal or extremely common in existing primitive societies or in man's closest relatives in the animal kingdom, it is likely to have a genetic basis.

He points out that children remain helpless for longer than the young of any other species, and they cannot cling to their mothers, who have no body hair. Hence, in our distant ancestors, the females probably stayed at home minding the children,

while the males hunted large animals over long distances. Men developed the traits of courage and spatial skill, needed for the chase, whereas women became timid but verbally skilled since they had to remain alert to danger to their children and to instruct them in the niceties of Neanderthal syntax.

The responsibility for maintaining hygiene in the cave presumably devolved on women and Mellen does not scruple to suggest that it is for this reason that so many women today are house-proud. He believes that men are by nature more promiscuous than women, since in our hominid ancestors a man had every thing to gain by copulating whenever he had the chance, whereas a woman could rear only a few children and in choosing a mate had first to satisfy herself that he was a decent fellow who would protect and feed his family. Even the attraction of younger women for older men may be biologically determined since they can bear many healthy children.

For a woman it was more important that her mate should be dominant in the community in order that she and her children should have first crack at the shoulder of mammoth. Immature female chimpanzees exhibit a strong urge to nurture their younger brothers and sisters,

whereas males show a greater tendency to play together. It may well be the same sets of genes that predispose women to become nurses, whereas men join the Rotarians.

Although such speculations are fun, they remain speculations. Only when all the evidence points in the same direction and when the biological advantage is very strong can one assume that a trait is inherited. The incest taboo is a case in point. It is found in all known human societies and in chimpanzees, and there would have been strong evolutionary pressure to minimize the risks of having two recessive genes that, though useful in isolation, are lethal if present on both chromosomes.

There is a further line of evidence that is more compelling. Only if we knew the physiological factors underlying their development, could we be certain that the trait was innate. The only evidence of this sort currently available concerns testosterone, the male sex hormone, which is almost certainly in part responsible for the tendency of men to be more aggressive and competitive than women.

When Mellen does turn to the evolution of love, his views are not particularly illuminating. In our ancestors, women may have had to

please their mates in order to secure their protection, whereas men who did not pine for their partners while out on the chase would have little motive for lugging home the supper. Moreover, jealousy and possessiveness had a clear biological advantage.

Mellen deals at length with the evolution of male homosexuality, for which there is evidence of some genetic determination. Before adolescence, boys are as likely to indulge in sexual play with one another as with girls and he suggests that since some adolescent traits, like curiosity, could be useful in the adult, there may be a tendency for genes preserving these traits into maturity to be selected: a particular combination of such genes might by chance leave a man's sexual proclivities fixed at a boyish level. Alternatively, it may at some stage have been useful for men to abandon courage and brute force and develop traits more characteristic of women: a particular combination of the genes underlying these traits might again give rise to homosexuality. Neither explanation is especially convincing, although no one has produced anything better.

In his concluding chapter, Mellen seems to suffer a loss of nerve and

attempts to appease the wrath of the women's liberation movement. He makes the extraordinary and unsubstantiated claim that "the biological perspective justifies the attempt to improve the place of women in society and supports the belief that two-career marriages are a desirable pattern for men and women in the professional classes". Seemingly "the biological perspective" has no relevance for working class marriages. Mr Mellen has failed to understand that whether or not our primeval urges explain the way we behave, they have no relevance to what is just or good. Such concepts derive not from instincts but from the development of man's capacity to reason which has enabled us to see that other people's happiness is as important as our own and to value others as much as we value ourselves. Eros has a biological advantage for the genes of the individual, but agape does not. Unfortunately, the biological perspective tells us neither how agape arose nor how it can be fostered.

Stuart Sutherland

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Insuring against disaster

Environmental Hazards in the British Isles
by A. R. Perry
Allen & Unwin, £12.00 and £5.95
ISBN 0 049 0069 6 and 0070 X

Hazard studies are principally inspired by a need to reduce loss of life and property. It is possible, however, to distinguish between those relating to natural hazards, which are studied largely by specialists, and environmental hazards, due largely to human interference with natural systems and studied, therefore, mainly by geographers; and finally social hazards, which are the chief concern of the sociologist. Although these latter account for the greatest proportion of world deaths and injuries, they have been previously excluded from the present study.

It is comforting to know that the British Isles are not located in a major natural hazard zone. Although natural disasters undoubtedly occur, the bulk of British hazards are due to problems largely of our own making. As we continue to build on floodplains, develop unstable slopes and pollute the environment with toxic waste and emissions, increases in insurance and remedial costs are bound to ensue if we are to ameliorate the impact of environmental hazards. Occasionally some of the hazards culminate in disastrous floods, gales or landslides and although there is no record of any dying directly from the 1975-76 drought, insurance claims for its building foundation damage due to subsidence have been estimated at £20-400 million. Furthermore, a repetition of the 1963 coastal flooding in East England could cause some £3000 million's worth of damage to London, Thames barrier remained unbuilt.

These are just two of the interesting facts to emerge from reading Perry's book; I do not wish to imply that the author has sought to sensationalize events, for he has been at pains to avoid a catalogue of past disasters, concentrating instead on a sober study of hazard frequency and an assessment of the risks to society. He believes that the mass media have created an impression that we are being subjected to environmental hazards at an increasing frequency and that there is therefore a need for a balanced perspective in order to avoid an exaggerated assessment of the risks.

To a large extent the author has achieved this. In his scholarly treatment of the problem, no attempt has been made

to place Britain in its global or even its European context and although the author admits that the data for Britain were more readily accessible, virtually all the maps, tables and case studies are drawn from Britain, or at best the United Kingdom, making the title somewhat misleading.

After a preliminary introduction on environmental hazard research, which provides a useful theoretical explanation of hazard prediction, the major part of the book is divided into two main sections. First, 111 pages deal with meteorological and hydrological hazards (storms, snow, frost and cold, floods, drought and fog); other types of environmental hazard, comprising pollution, seismic, geomorphic and pedological hazards and biological hazards, being considered in the next 55 pages. The volume concludes with a short chapter on vulnerability and risk assessment.

That the greater part of the treatment should be devoted to meteorological and hydrological phenomena should come as no surprise to a population as gale-lashed and rain-drenched as those who dwell on these Atlantic islands, but it also reflects Dr Perry's expertise as a meteorologist lecturing in the department of geography at University College, Swansea. Understandably, he writes authoritatively in these fields and in considering studies of air pollution and heavy metal emissions. But his treatment of other types of hazardous pollution, relating to water, noise and toxic wastes, leaves much to be desired. Equally, the chapter on seismic, geomorphological and pedological hazards could have been somewhat lengthier to give a more balanced perspective. One would have liked to see a more detailed analysis of slope failure and soil instability relating, say, to road/rail construction and building location, particularly if the book is to have a wider appeal to planners and policy-makers rather than undergraduate students.

Nevertheless, the book deserves to be widely read and as the first comprehensive account of British hazards it will fill a serious gap in the field of hazard studies now being increasingly pursued at British universities. It is an attractively presented book, well endowed with an up-to-date bibliography and with 80 clearly drawn maps and diagrams and 25 tables.

John Whitton

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Rubber sheet geometry

A First Course in Algebraic Topology
by C. Kosniowski
Cambridge University Press, £18.00 and £6.95
ISBN 0 521 23195 7 and 29864 4

Algebraic Topology
by C. R. F. Maunder
Cambridge University Press, £20.00 and £8.50
ISBN 0 521 23161 2 and 29840 7

Topological Methods in Euclidean Spaces
by Gregory L. Naber
Cambridge University Press, £20.00 and £6.95
ISBN 0 521 22746 1 and 29632 2

The subject of topology emerged around the turn of the century in response to problems in analysis and geometry. It is a branch of geometry, the study of those properties of geometrical figures which remain unchanged by topological transformations (or homeomorphisms), and is often described in the phrase "rubber sheet geometry".

Kosniowski's and Maunder's books, and a good third of Naber's book, are concerned with algebraic topology, the basic method of this subject being to convert the original geometric or analytical problem into an algebraic problem and then, with luck and skill, read off the solution to the original problem. It is a mathematically sophisticated subject, as first of all it requires considerable knowledge to understand its basic problems; and secondly, although the basic problems and results are geometric in nature, the solutions and proofs usually involve some quite sophisticated algebra. Indeed, this combination of algebra and geometry is just what makes the subject so powerful.

The three books differ in content, style and potential audience. Kosniowski's book is a genuine introduction written in a clear, down to earth style, requiring little previous mathematical knowledge. Its strong points are that in the first place it really is written for "the average student". Second, the author manages to be rigorous and still preserve the subject's geometric inspiration. He is very generous with details, leaves little to be filled in by the reader, and makes very little reference to material not discussed in the text. Plenty of examples and exercises also help to make the subject more accessible.

One third of the book is concerned with analytic topology, that is, the general study of topological spaces and continuous maps. Kosniowski develops as much of this subject as he needs to provide rigorous details in some later chapters. He then discusses the necklace problems (suppose you have two pancakes on a plate, can you cut each into two equal halves with one stroke of a knife) and surfaces, and gives a geometric proof of the Jordan curve theorem.

The majority of the rest of the book is concerned with the fundamental group of topological spaces. Kosniowski covers the main topics in the theory: covering spaces and the theorem of Seifert and Van Kampen. As applications, he shows that standard models of surfaces are topologically distinct, and he also covers some of the theory of knots. The book finishes with a short introduction to singular homology theory, which the author states "cannot give the theory full justice".

There is a good balance between algebra and geometry/analysis, and the book should prove most useful for students who want to sample the methods and ideas of the subject before embarking on a full-blown advanced course, or for students following (or should I say not following) a similar introductory course.

Maunder's advanced textbook in many ways starts where Kosniowski's book finishes, providing an account of the basic tools of the modern algebraic topologist: homology theory and homotopy theory. It is probably most appropriate for first-year postgraduates. The book begins with introductory chapters on homotopy theory and simplicial complexes, and the fundamental group, including the classification of surfaces. Maunder's account of homology theory begins with singular homology and introduces simplicial homology as a means of calculation, his earlier careful treatment of simplicial complexes serving him well here. There follow the usual applications to the Brouwer and Lefschetz fixed point theorems, and to classical theorems on spheres, including vector fields on spheres; and the account finishes with a discussion of cohomology and duality theorems for manifolds.

The material in this section is standard and can be found in several other texts. In most people's efforts to learn algebraic topology the encounter with this material proves critical: if they master it they are likely to continue; if they can make no sense of it they are likely to stop.

Maunder's presentation of the details is crisp, clear and efficient.

He then provides an account of elementary homotopy theory, cones, suspensions, fibrations, cofibrations, C. W. complexes, homotopy groups, and so on, finishing with the homology and cohomology of C. W. complexes.

Students contemplating research will surely need to consult other sources, but this is more a reflection on the subject than the book. Although they could also find most of the material in other texts, Maunder's choice and presentation of topics will recommend the book as the advanced student's basic grounding in algebraic topology.

Naber's introductory and ambitious book is concerned with topology in all its forms - analytic, combinatorial, algebraic and differential - his aim being to display the essential unity of the subject. Naber, however, restricts himself to subspaces of Euclidean space which, with one exception, I found unsatisfactory in both general and theoretical terms, and also because it precludes a proper treatment of several naturally occurring examples (like projective spaces). The exception comes in the study of differentiable manifolds, in which it may help if one first encounters these objects as subsets of Euclidean space - the approach Naber takes.

In terms of context, Naber's book falls somewhere between the other two books. It is, however, intended as an introduction and covers a lot of essentially different ideas and requires a good mathematical background and a healthy supply of that elusive quality - "mathematical maturity". It seems to be aimed at good undergraduates, the sort of level a very good student might have attained before beginning postgraduate study.

My main criticism of the book is that there are not enough motivating examples, applications and calculations, each chapter doing little more than introduce concepts. Further, the author leaves a lot of the details to be supplied by the reader. The basic idea of introducing so many aspects of topology in one text is a very good one, and could lead to a stimulating and interesting text. Unfortunately, it can also lead to a brief account of a lot of topics and therefore to a book which will inevitably need supplementing from other sources.

J. D. S. Jones

J. D. S. Jones is lecturer in mathematics at the University of Warwick.

Polytechnics continued

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LECTURER II IN APPLIED PHYSICS

Applications are invited for the above post from Physicists with a good honours degree and postgraduate experience. Experience and interest in the fields of microelectronics and modern instrumentation methods is desirable. The post will involve the teaching of physics and electronics in a range of degree and diploma courses. Ability to lecture and to participate in research is expected. Completed forms to be returned by 2 October.

DEPARTMENT OF ECONOMICS AND
BUSINESS STUDIES
LECTURER II IN ECONOMICS

Required to join an established team of economists. Applicants should be able to contribute to research in basic economics and to offer a research specialism. Completed forms to be returned by 30 September.

RESEARCH ASSISTANT

Required to work as a project on Marine Studies in their perceptions and experiences of full time and part time higher education. Applicants should have obtained a degree in Social Science, preferably in a relevant subject, and have some experience in research procedures. Completed forms to be returned by 28 September.

DEPARTMENT OF HISTORY
RESEARCH ASSISTANT

Required to work on a study of 'The emergence of the business and the political economy of protection in South Yorkshire, 1600-1850'. Applicants should have a good degree in Economic and Social History, or a related discipline, and be expected to make significant contributions to the project. Completed forms to be returned by 28 September.

DEPARTMENT OF MATHEMATICS,
STATISTICS & OPERATIONAL RESEARCH
RESEARCH ASSISTANT
IN MATHEMATICAL CONTROL

Applications are invited from graduates for the post of Research Assistant. To work on a three year project on the analysis and design of optimal control systems, using functional analytic techniques and the theory of infinite matrices. Candidates should have some undergraduate (or postgraduate) experience in mathematical control. The successful candidate will be expected to seek registration for a CMAA research degree. Completed forms to be returned by 28 September.

Salary Scale: Lecturer II £8,400 - £10,400 per annum. Under current salary regulations and subject to satisfactory performance, the successful candidate can normally expect incremental progression to Senior Lecturer Scale of which the present maximum salary is £12,141 per annum.

Salary Scale: Research Assistant £4,000 - £5,200. Applications forms and further details are available from the Personnel Officer, Sheffield City Polytechnic (Dept TM) Halfords House, Fitzalan Square, Sheffield S1 2JB or by telephoning 0114 251 307. It is the policy of the Polytechnic to provide equal opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of gender, sex or race. THESS

PAISLEY COLLEGE
DEPARTMENT OF MATHEMATICS &
COMPUTING

(Salary Scale Lecturer 'A' £5958 to £11307 - review pending)

Lecturer in Statistics. Applications are invited from those wishing to lecture statistics at undergraduate and graduate levels. Preference will be given to applicants who wish to teach and pursue research work and who have experience of applying statistics either in industry or through consultancy. Applicants with a knowledge of time series and/or computational statistics or an interest in developing their knowledge in these areas would complement the statistics section of the department.

The department is responsible for honours degrees in Mathematical Sciences, Computer Science and also for a post-graduate diploma in Computer Education. In addition the department provides courses for a wide variety of honours degrees in, e.g. the Applied Sciences, Engineering and Business Economics. Application forms and further particulars are available from the Personnel Officer, Paisley College of Technology, High Street, Paisley PA1 2BE (Tel. no. 041-897 1241 ext. 220) to whom completed forms should be returned by Friday, 11th September 1981. Informal enquiries should be made to the department (ext. 248).

LONDON
Middlesex
Polytechnic

COMPUTER CENTRE
The following academic appointments are available to support the development of computing services in the Polytechnic.

PRINCIPAL
LECTURER/READER
(Information Systems)

£12,057-£14,997 pa inc.

with experience of commercial and industrial applications of data processing.

LECTURER II
SENIOR LECTURER
(Computers in Education)

£7,221-£12,000 pa inc.

with experience of use of computers in education and in relation to teacher training.

Candidates should have good academic qualifications and appropriate professional experience. Further details and application forms may be obtained from the Personnel Officer, 144 Chancery Lane, London WC2A 3PL. Closing date 28 September. THESS

LONDON
POLYTECHNIC OF THE SOUTH
Borough Road, London, SE1

DEPARTMENT OF NURSING
AND
COMMUNITY HEALTH
STUDIES

LECTURER SENIOR
IN HEALTH EDUCATION

Applications are invited from graduates in Social Psychology with experience in some aspect of the health education field who can teach and research in the field of health education. The post is funded initially for a period of 3 years from the date of appointment by the Health Education Council.

Salary range: Senior Lecturer £10,355 - £13,500. Lecturer II £7,221 - £11,100.

Application forms and further particulars are available from the Personnel Officer, Polytechnic of the South, Borough Road, London, SE1 8AA. Tel. 01-593 6100. Closing date 28 September 1981.

The closing date for receipt of completed application forms is 25th September 1981.

Further details and application forms may be obtained from the Personnel Officer, 144 Chancery Lane, London WC2A 3PL. Closing date 28 September. THESS

PLYMOUTH
POLYTECHNIC

Plymouth Business School

READER

Salary: £11,298-£14,238

This is a new post created to develop and initiate research activity in the Faculty of the Plymouth Business School. The successful candidate will have a proven record of research in an area relevant to business and industry, be of high academic standing, and be capable of leading and encouraging research amongst an inter-disciplinary team of staff.

SENIOR
LECTURER /
LECTURER II
BUSINESS
ORGANISATION
AND POLICY

Salary: £6,462-£12,141

(Level of appointment and starting salary dependent upon qualifications and experience)

To teach across a wide range of undergraduate and post experience courses. Preference will be given to applicants with substantial industrial and/or academic experience. Application forms to be returned by Friday, 2nd October, 1981 can be obtained with further particulars from the

Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth, Devon, PL4 8AA.

Applications are invited for the post of

Lecturer II in
Secretarial Studies

The successful applicant will be required to teach on courses such as the Diploma for Bilingual Secretaries or Journalism at both undergraduate and postgraduate level. Salary scale: £8462-£10431

Details, quoting reference AA/46, from the Personnel Officer, Preston Polytechnic, Preston PR1 2TQ. Closing date: 2nd October 1981. THESS

Senior Lecturer in
Home Economics

£9824-£12,141 pa inc.

Required for January 1982, to teach on a variety of cognate courses in the polytechnic, but with a major responsibility for co-ordinating the Home Economics section in the Polytechnic and to teach Textile Studies and contribute to other areas within this option.

Candidates should be graduates with relevant professional experience and academic qualifications for teacher education. Exceptionally this post may be offered at Principal Lecturer level and for such an appointment a proven ability to initiate and conduct research would be essential.

Write quoting ref. A1909 for further details and an application form, posting first class to: Personnel Office, Middlesex Polytechnic, 114 Chase Side, London N14 6PN. Closing date September 21. THESS

Middlesex Polytechnic

HERTFORDSHIRE
TRE HATFIELD POLYTECHNIC

SCHOOL OF BUSINESS AND
SOCIAL SCIENCES

LECTURER II IN
COMPUTING

To teach Personnel Management and Supervision in the context of business studies on undergraduate and post-graduate courses.

Applicants should be graduates with a degree in Business Studies and have relevant experience.

1981 Membership and a post-graduate diploma in Business Studies would be an advantage. Salary range: £6,462 - £11,300 plus local variations.

Application forms and further particulars are available from the Personnel Officer, Tre Hatfield Polytechnic, Tre Hatfield, Herts. SG13 7JH. Tel. 0438 5100. Closing date 28 September 1981.

Please quote ref. 403. Closing date: 28th September 1981.

NEWCASTLE UPON TYNE
POLYTECHNIC

COMPUTER UNIT

COMPUTER BASED LEARNING
ADVISED LECTURER II

Required to develop and promote the application of computers to the teaching of Business and Management. The successful applicant must show the ability to communicate effectively and to develop a teaching style which combines a combination of commercial, teaching and computing experience.

The Computer Unit provides a computing research and administrative work of the Polytechnic and operates on a range of mainframe, mini and micro computer systems.

Burnham FE L11: £6,462 - £10,431 pa.

For further details and application form, returnable by 25 September 1981, please call our 24 hour telephone answering service (0632 333360) or send a stamped addressed envelope to the Personnel Officer, Newcastle upon Tyne Polytechnic, Elton Building, Elton Place, Newcastle upon Tyne NE1 8ST. Closing date 28 September 1981.

SUNDERLAND
POLYTECHNIC

FACULTY OF SCIENCE

HEAD OF DEPARTMENT OF
PHYSICAL SCIENCES

with possible election to a Professorship

SALARY SCALE: HEAD OF DEPT £15,045 - £16,590 PER ANNUM

Applicants should have high academic qualifications together with appropriate scientific and professional experience.

The Head of Department will be required to develop academic leadership in the department, to co-ordinate the development of course and curriculum development and to have the ability to initiate and develop research.

Sunderland Polytechnic has agreed to the establishment of a Professorship of Physical Sciences. The successful candidate will be eligible for consideration for election to a Professorship.

An application form and further details may be obtained from the Personnel Officer, Sunderland Polytechnic, Langham Tower, Ryhope Road, Sunderland, SR8 7BS. Closing date 25th September 1981.

NEWCASTLE UPON TYNE
POLYTECHNIC

SCHOOL OF ECONOMICS
LECTURER II

The above post is to recruit a MACRO-ECONOMIST to share in the teaching of degree and sub-degree courses. An interest in research is welcomed and encouraged. This post is tenable from January 1982.

Burnham FE L11: £1041 per annum.

For further details and application form, returnable by 25 September 1981, please call our 24 hour telephone answering service (0632 333360) or send a stamped addressed envelope to the Personnel Officer, Newcastle upon Tyne Polytechnic, Elton Building, Elton Place, Newcastle upon Tyne NE1 8ST. Closing date 28 September 1981.

WEST MIDLANDS
COLLEGE OF HIGHER EDUCATION

FACULTY OF BUSINESS
STUDIES AND LAW

DEPARTMENT OF
MATHEMATICS AND
STATISTICS

LECTURER II SENIOR
IN MATHEMATICS

Required to teach Degree and Technician courses in Statistics, Mechanical and Chemical Engineering. Applicants should possess a second honours degree in a mathematical discipline and a minimum higher degree.

Active research and teaching industrial experience would be an advantage.

FACULTY OF ENGINEERING
DEPARTMENT OF
TECHNICAL AND
PRODUCTION ENGINEERING

SENIOR LECTURER IN
PRODUCTION ENGINEERING
(An advertisement)

Graduates or equivalent, required with industrial and/or research experience in Quality and Reliability and/or Production Technology.

Salary Scale: Senior Lecturer £8,462 - £11,328 (bar) - £14,241. Lecturer II £6,462 - £10,431.

Further details and application forms (to be signed by 25th September 1981) may be obtained from the Personnel Officer, West Midlands College of Higher Education, Strathclyde House, 20 India Street, Glasgow G2 4PF.

To whom completed application forms should be returned. Closing date for receipt of applications is Friday 2nd October 1981.

EDWARD MILLER
Director of Education

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WEST MIDLANDS
COLLEGE OF HIGHER EDUCATION

FACULTY OF BUSINESS
STUDIES AND LAW

DEPARTMENT OF
MATHEMATICS AND
STATISTICS

LECTURER II SENIOR
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Required to teach Degree and Technician courses in Statistics, Mechanical and Chemical Engineering. Applicants should possess a second honours degree in a mathematical discipline and a minimum higher degree.

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FACULTY OF ENGINEERING
DEPARTMENT OF
TECHNICAL AND
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Colleges of Technology continued



Strathclyde
Department
of Education

GLASGOW COLLEGE
OF TECHNOLOGY

Applications are invited for the following posts in the Maritime Studies area of the Faculty:

PRINCIPAL LECTURER IN
NAUTICAL STUDIES
L2/SL IN MARINE
COMMUNICATIONS

Applicants should have good academic qualifications and/or relevant industrial or research experience. The persons appointed will be expected to contribute to the development of teaching and research in that subject.

Salary:
PL - £11,298 - £12,591 (bar) - £14,382
SL - £8,624 - £11,328 (bar) - £12,741
L2 - £6,462 - £10,431

Application forms and further details may be obtained from:
The Personnel Office

Hull College of
Higher Education

Inglaterra Avenue, HULL HU6 7LU
Tel: (0482) 42157

For further details please write to Mrs Jean Laine, College Secretary, to whom applications should be sent as soon as possible.

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For further

EHE *Ealing College of
Higher Education*

Don's diary

Sunday

Singapore's National Day but we decide not to go to any of the "decentralized" parades. Several small parades one year alternate with one large one the next. Instead husband, daughter, and self go swimming at the hotel pool I have been using for six years. My husband does not swim but goes off to buy me shampoo. Afterwards for Szechuan food featuring prawn balls with a salty dip which, judging from Aviji's subsequent headache, turns out to be mostly monosodium glutamate. Two-year-old Ella demands and gets chicken noodles. Then home, Ella sleeping.

I spend Ella's short nap time taking photographs of her doll in preparation for a picture book I am making for her. Cat, who has long wondered about my sanity, is finally convinced that I have flipped when she sees me rolling in the gutter to get dolls' eye-level shots. In the evening we join the thousands in the harbour area in watching the patriotic fireworks, described by Ella as "stars thrown up there".

Monday

A public holiday because National Day fell on a Sunday. I cook pork with paprika for lunch. We eat pork only at weekends and on holidays in order to preserve our Muslim servant's goodwill. Aviji finishes marking assignments which appear to deal with flooding and flow, then he energetically cleans up bookshelves and cupboards, assassinating ants who like nothing better than to make homes in old utilities bills. Do we feel guilty at spraying back numbers of the *Malayan Nature Journal* with insecticide?

While Ella sleeps I write a letter to my parents and amazingly succeed in finishing it without interruption. In the evening to the Children's Fair where booth offers advice and reassurance to concerned and ambitious parents who want their children to read before their third birthday. We buy only a balloon and some posters. There is a booth run by the handicapped, staffed tonight by three deaf teenagers. I engage in a long conversation with one of the deaf teenagers, who writes down the gist of our conversation. I am not sure that the deaf can read and write English curiously.

Tuesday

Domestic help appears this morning in the form of Hasma, a distinguished Malay lady who looks after Ella during working hours and departs at 5.30 every evening on her husband's motor scooter, a crash helmet above her traditional dress. Mary, a Hindu despite her name, who does the cleaning, also presumably arrives at the house gets clean and the ironing gets done, but we seldom see her, as even when our times do coincide she beats the retreat.

To work around 9 a.m., first depositing aged Datsun at the garage for new tires. Some initial problems, thinking it to be Monday. Three tutorials consecutively from 10 a.m. leave me hungry but cheerful. The one at 10 a.m. featured a particularly lively discussion on "neutrality" in language. Then I grab a hot dog, a doughnut, and some chocolate milk and take them with me to a meeting at 1 p.m. One of my colleagues is starting an innovative drama group and this week we are having preliminary meetings. Another class at 2 p.m., slightly less animated but nevertheless an improvement on the same group's silences in previous weeks.

Correspondence to guest lecturers in the afternoon and an unsuccessful attempt to get on the phone. The writer of a short story I have adapted for the stage, to ask his permission. At 5 p.m. to another drama group meeting, to discuss our production of four mystery plays. I am to be Noah's wife (no reticence).

involved, says my husband). In *The Fall of Man* both God and Satan are to be female. I join a group of students to get a bus and bring them good fortune when a friend from the law department sees me and gives us all a lift. These students have volunteered to direct plays and deserve some reward.

Rapturous welcome from Ella. Aviji cooks lamb chops.

Wednesday

Finally get through to author of short story who enthusiastically gives permission. Says he is honoured. I wonder whether he will still feel honoured after he gets the draft I send him. Two consecutive hours with the same tutorial group - we change personality halfway from highly structured phonetics to philosophical stylistics. Out for lunch with most of the linguists and one literatist. Pancakes. We are all scrupulous about dividing the bill, much to the amusement of the waiter.

I cook liver for dinner (with yogurt and juniper berries - Della Smith), and we ring England to wish my father a happy birthday. Ella asks whether Granny is cutting a cake for him. She is.

Thursday

Thursday is the day I have no classes. However, since term began in July I have had few Thursdays untouched by make-up classes owing to delays off here and there for rag and flag day (held on a Wednesday), sundry public holidays, and sick leave. Today I take two of the three classes I should have had on Monday, slotted in at the unfavourable hours of 1 p.m. and 4 p.m. I cannot take the 4 p.m. class seriously - not my best time of day.

Friday

The last miscellaneous class at 10 a.m. We are entertained throughout by English folk songs from the class next door. I settle down to read a report on "Salaries and Conditions" which we all have to analyse for signs of omission and commission. I wonder what it is like to be in a "professional" department where, according to the report, it is possible to earn more than 60 per cent of one's salary in "consultation fees".

My only lecture of the week at 2 p.m. Two hundred faces, most of them strange, but a few personalities now emerging. I get four questions, all pertinent. I sit in an ergonomic seat at the back of the same lecture theatre to hear the lecture on the stylistics course as an tutor. Home early, so I cook chicken. No potatoes left so I do sweet potatoes. Aviji dislikes. Ella spends the evening systematically ironing her doll's clothes with a coathanger. Maternal admiration wins over feminist principles.

Saturday

A half day at the university and I have a meeting to discuss the report on the university. My large department has been divided into groups of four or five for this and unlike some of the others, my group remains friendly throughout. Home early as a couple of years earlier, and Ella wants to go shopping. Her husband's daughter, son-in-law and three children come to meet her in the minibus her son-in-law drives for a living. In the evening Hasma returns at 7 p.m. as Aviji and I are off to the Indian High Commission's Independence Day reception. The reception is followed by a "curry western" of which we see only half.

Anthea Fraser, Gupta

The author is a lecturer in the Department of English Language and Literature at the National University of Singapore.

What is the difference between authoritarianism and totalitarianism? The answer to this question currently in favour among foreign policymakers in President Reagan's administration and its neo-conservative intellectual supporters has a truly elegant simplicity. Authoritarianism exists on the right and is, in principle, remediable; totalitarianism is inherent in the left and is irreversible.

The practical implications of this answer are striking. They include American support for South Africa's decision to destabilize its black African neighbours, now evident since its veto at the Security Council against condemning the Republic's incursion into Angola. [We can now expect further such incursions, with American support, into Angola, not to mention Mozambique, Zambia and even Zimbabwe.] In South America the implications include unabashed support for some of the most horrendous and violent regimes of the contemporary world which have, with greater or lesser success, pulverized their civil societies in the name of anti-left crusades into various versions of a terrorized Hobbesian nightmare (though in Hobbes's case the war of all against all occurred in the absence of government; here it is a form of it).

Thus the White House keeps El Salvador's Napoleon Duarte in power, supplying him with advisers, helicopters and substantial aid, while the regime's security forces kill tens of thousands and thousands more forced to flee their homes, are ill and dying. In Guatemala, as Amnesty International recently reported, actual and imagined opponents of the governments are systematically seized without warrant, tortured and murdered as part of a deliberate and long-standing programme. These extra-legal operations being under the direct control of the president of the republic.

Despite increasing repression, including brutal attacks on refugees from El Salvador, the United States actively supports Honduras with advisers and massive aid, with a view to using it as a "police force" in Central America; General Vernon Walters has proposed massive military assistance. Support for Chile also continues, though the Archbishop of Santiago recently described the regime as (sic) "totalitarian" and as supposing it could govern the people solely through violence; the Chilean intelligence services have been implicated in further murders and the entire executive of the National Trade Union Coordinating Body was arrested in July.

Furthermore, there is of course a connexion between the South African and the South American connec-

Drawing fine lines around human rights



Steven Lukes

xions: the inevitable General Walters has been discussing the formation of a South Atlantic Treaty Organization with Argentina, Uruguay, Brazil and South Africa - an idea apparently warmly supported by our Prime Minister.

What is the rationale for this distinction between authoritarian and totalitarian regimes? It is explained by Professor Jean Kirkpatrick of Georgetown University, United States ambassador at the UN.

There are, it seems, "systemic differences between traditional and revolutionary autocracies that have a predictable effect on their degree of repressiveness. Generally speaking, traditional autocrats tolerate social inequities, brutality, and poverty while revolutionary autocracies create them.

"Traditional autocrats... do not disturb the habitual rhythms of work and leisure, habitual places of residence, habitual patterns of family and personal relations. Because the miseries of traditional life are familiar, they are bearable to ordinary people who, growing up in the society, learn to cope, as children born to untouchables in India acquire the skills and attitudes necessary for survival in the miserable roles they are destined to fill.

"Moreover, it appears that although there is no instance of a revolutionary 'socialist' or communist society being democratized, right-wing autocracies do sometimes evolve into democracies - given time, propitious

Union view

A popular approach to campaigning

A new term, a new academic year. In two or three weeks Britain's colleges, largely devoid of students during the fierce clashes of the past two months, will ring to the various sounds of those for whom they supposedly exist.

True, in the universities there will be a few less this year. From Exeter to Aberdeen some of those extra who have failed to get in through clearing must be cursing themselves for not having had the sense to be 18 a couple of years earlier, and wondering what they're supposed to do now.

In the colleges they are statistics who will be wheeled out in the course of long arguments and wrangles about how, precisely, the cuts are to be administered. We can expect suggestions for the closure of departments - many of them doing good work, for restrictions on library usage and book purchasing, for nursery closures, for cuts in health centre budgets. We can anticipate battles over redundancy, over entrance levels, over student union finances. We hope for a unified campaign to persuade the Government of the error of its ways.

With people in the colleges so

preoccupied, I am worried that two important tasks will either be overlooked or treated in a perfunctory way.

My first worry is that the public campaign to win the sympathy of those outside higher education will be completely subordinated to campaigns aimed at getting the Government to announce some amelioration of its expenditure policies. Its

colleges will run small museums or art galleries or theatres that are seen as a local resource.

Above all many students currently in local schools, and their parents, retain aspirations towards continuing their education, aspirations that are threatened.

The other worry is that we will miss the opportunity to create and lobby for an alternative higher education system. The last further education system of a kind cuts are just a culmination of the vision and process of erosion of the educational objectives of earlier educational reformers. We still ration within the system archaic biases and prejudices that have done little to break down social barriers to meet the needs of the vast majority.

Through the process of debate created by public campaigning we must show some vision of what level of education would be more relevant and more democratic, and begin to put this vision. No real defence of education can take place without a broad alliance pushing for these alternatives, and consideration must begin now.

Perhaps students starting college this term will be able to tell us in the future, "Oh, I became a student the year the real education debate began".

David Aaronovitch

The author is president of the National Union of Students.

Part-time teaching

Sir, - I feel I must address myself to your article "Lecturer goes flat out for Art's sake" (*THE SUNDAY* August 28). I would like to make it clear that I am not campaigning for the displacement of full-time teaching in favour of part-time, but for the expansion of the latter in order to maintain the balance of these complementary methods.

It is known that the "early retirement incentives" have been almost fully exploited, and predictions show that these will be insufficient to meet government plans for shedding 10,000 equivalent full-time staff by 1983-1984. Furthermore, it is blatantly clear that the part-time sector will be the first to disappear. This is not based on "hunch", but the logic of past and present methods of expediency by the I.E.A.s and institutions. The present pressures are mainly the Burnham Committee's revision of "conditions of service"; the Government's apparent indifference to the effects of their policies on education; and the short-sighted planning of many I.E.A.s and educational bodies, coupled with their seeming lack of any new initiatives.

Art and design colleges (likewise schools of architecture, film, drama, music and medicine etc.) have traditionally operated through the binary system of a large allocation of part-time lecturers, who are practitioners, and a few full-time staff, who devote more of their time, proportionately, to the administration and planning of courses. The benefits of this balanced exposure of these teaching methods to students are clear. Imagine the outcry if medical schools no longer employed doctors as part of their teaching staff.

The part-time mode ensures contact between the education establishments and their related industries, reducing turnover of staff and essential influx and exchange of new ideas without which education stagnates and becomes isolated from the needs of industry and society.

Unless action is taken now we could be left with a totally orthodox and unimaginative system. To prevent this it is not necessary to abolish conventional structures, but rather, to prepare to submit them to critical examination. History has surely proved this to be an essential and vital process in the mechanism of change.

To conclude, we are facing a future dominated by a new technology. This will bring with it higher unemployment, early retirement, more job-sharing, shorter working weeks and a massive expansion of leisure time. It is the responsibility of education to deal with redeployment of the mind and spirit so it equips society with the necessary tools to adjust to a fast-changing world. The possibility of full training must be available. The part-time mode of study and employment is not only expanded and developed, particularly in creative areas, the pure and applied arts, not only for individual fulfilment but, for the exploration and development of new industries, in order to achieve this the structure of education must become open to change, to revitalization. It must be able to make sensitive readjustments to society's needs. The policies adopted by our educational bodies, motivated by priorities of individual security and gain, are working against quality and standards. The hours books speak, it is time for all those involved with the policy, finance and practice of education to commit themselves to an open dialogue on our aims and priorities. The National Council for Art and Design through the Education (November 7 and 8, Imperial College, London) is one forum for this.

Yours faithfully,

DR. UNA MACLEAN MACKINTOSH,

Postgraduate National Committee member, National Union of Students.

grateful if others could add to this collection by sending letters or papers connected with him to either myself or the National Library of Scotland and the originals could, if the owners wished, be copied and returned.

Yours sincerely,

DR. UNA MACLEAN MACKINTOSH,

Nether Liberton House, Old Mill Lane, Gilmerton Road, Edinburgh EH16 9TZ.

Yours faithfully,

DR. UNA MACLEAN MACKINTOSH,

Postgraduate National Committee member, National Union of Students.

Sir, - I have recently deposited the papers of my late husband, John Mackintosh MP in the National Library of Scotland. Since I know that there are few such collections of papers available to scholars of MPs so recently in Parliament, and since he himself was both a scholar and a constant advocate of open access to minimum of restrictions on access to them and their use. I would be very

pleased to make them available to scholars of MPs so recently in Parliament, and since he himself was both a scholar and a constant advocate of open access to minimum of restrictions on access to them and their use. I would be very

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LETTERS TO THE EDITOR

The financing of university archives

Sir, - It once seemed that the university, the home of research, shunned research into its own affairs: but although that day is past, the axe of retrenchment may well fall on the sources of information that the investigator must have.

Given the fact that a modern university generates mountains of paper and that the memory of a computer seems practically infinite in capacity, that fear over the effect of retrenchment may appear silly. Yet adequate archival preservation of records cannot be taken for granted in the universities, especially when such work is an easy target for budget cutting. Quantitative analysis of statistical information may be in no danger; but full documentation of the evolutionary, qualitative, critically important process of policy-making stands in jeopardy. Its end-result, displayed on a screen, at the push of a button, simply will not suffice if we want really to understand how the governing ideas of a university come into being and are given institutional form.

The anxiety I speak of is rooted in actual experience. In 1978 Professor Murray G. Ross and I circulated a questionnaire among the new universities of the Commonwealth to discover what the state of archival work in those universities was. The general significance of what we found was clear

enough; and it was disturbing. We sent questionnaires to 121 universities and had responses from 64 or about half of the whole list. Of that latter number, 28 or again about half had their own archives or access to repositories off campus. Nine more were considering the establishment of archival work or became available. All but five of the archives (or alternative archival arrangements) identified in the responses to our questionnaire were in Australia, Canada, and the United Kingdom; but in none of those countries did all the new universities have archives. (The split in the United Kingdom between the new universities and those not reporting the existence of archives was about even.) Over much of the Commonwealth, we found almost no indication of the archival preservation of records. Of course it might be supposed (as many universities intimate) that much valuable material exists in the ordinary dead-files of university offices and also that some universities with well-kept archives simply did not respond to our enquiry; but the inference lingers in my mind that in no part of the Commonwealth is anything like full documentation of the new universities safe and that in some parts any lasting documentation will depend upon the judgement of academic officers who are under no obligation to have regard for the value which the papers in their hands may have for research.

It is especially disturbing that only 15 of the new universities responded that they had an oral history project afoot. Professor Ross and I began our survey with the conviction that the founding of the new universities was part of what will presently be seen as one of the great eras of university-building. True, no careful scholar will take reminiscences at face value; but it will be a great loss if the builders of the new universities are not interrogated on tape and very carefully, too.

It is tempting to dream of a great support the archival preservation of the records of that period, but so far dreaming. Let me, however, take the liberty of suggesting that space in the *Higher Education Supplement* be used as a clearinghouse for information about university archives and as a reminder to the academic world and its supporters of how much will be lost in future understanding of the university if the significance of what happened after 1945 cannot be traced thoroughly.

Yours faithfully,

RICHARD J. STORR

Professor of History and Humanities (retired), York University, and Adjunct Professor, Ontario Institute for Studies in Education.

Yours faithfully,

DR. G. G. LUCAS,

Senior lecturer, Loughborough University.

Jewish arrest

Sir, - On August 28 you reported that three Soviet Jewish scientists were deprived of their degree of "candidate". On that same day, one of the three named by you, Alexander Paritsky, was being detained although as yet no formal charge has been made.

Alexander Paritsky, who has already waited five years for permission to emigrate to Israel, organized a "university" for the children of Jewish refuseniks who were unable to complete their education because of their parents' applications to leave. His arrest would appear to be the result of the Soviet authorities' openly expressed determination to crush the Jewish movement.

Yours faithfully,

MARGARET RIGAL

On behalf of Women's Campaign for Soviet Jewry, 148 Granville Road, London NW2.

A level grades

Sir, - Careers masters and university applicants reading Laurie Tavor (*THE SUNDAY*, September 4) will not be too surprised at the antics of "G. Pierpoint" admissions tutor.

Three candidates with whom I have dealt in the past three weeks met with similar reactions.

● Girl applying for physics is offered BCC. Grades achieved; BDD. Rejected.

● Boy applying for English; offer BCC. Grades achieved; ACD. Rejected.

● Boy applying for English; offer BCC. Grades achieved; BB. Accepted.

Yours sincerely,

BRIAN HEAP, Hutton Grammar School.

Jobs information not available

Sir, - I was intrigued by the suggestion of Michael Reading (*THE SUNDAY*, August 28) that more detailed information on the long and short term employability of graduates, by individual departments within the universities, should be available.

Statistical data of this nature presupposes costly and time-consuming longitudinal studies for which funds are simply not available. In the present economic climate, the resources of Careers Advisory Services, who are responsible for collecting information on the first destination of graduates in the year of leaving, are severely stretched and any expansion of the present survey along the lines suggested by Mr Reading is attractive but financially, I fear, impracticable.

I nevertheless agree with him that it would be extremely valuable to have available more detailed information upon which long term management decisions could be made, so that perhaps society could judge more accurately whether this money is being spent to good effect. I have suggested privately on many occasions that the answer to the problem might be to make some amendment to the PAYE returns to the Inland Revenue by type of education, and in this way it would be possible to produce an infinite variety of surveys over any period one cared to mention. I venture to suggest, however, that public sensitivity about the disclosure of information about even unnamed individuals through government sources would meet with little acclaim. However, 1984 is not so very far away!

Yours faithfully,

B. E. STEPTOE

Chairman, statistics sub-committee, Association of Graduate Careers Advisory services.

The university novel

Sir, - In tracing the history of the English university novel, John Schellenberger overlooks several important milestones. He suggests that until 1933 university novels were generally written from an undergraduate point of view, but does not mention novels which trace the progression from undergraduate to doctor such as *A Fellow of Trinity* by Alan St. Aubyn (1893). An earlier example was *Julian Home* by F. W. Farrar, author of the better-known *Eric, or Little by Little*, and as anyone who has enjoyed *Eric* would expect, *Julian Home* has a high moral tone but in fact to the modern reader is extremely amusing.

John Schellenberger also ignores early novels about women at university, such as *The Girls of Merion College* by L. T. Meade (1911), and possibly the earliest of all, *A New-Ham Friendship*, the author of which I cannot now trace. Then there is perhaps the earliest tale of a mature student, *Peter Binney, Undergraduate* by Archibald Marshall (about 1920), and a historical university novel, *Alexander Tamlyn* by Noel MacDonald Wilby (1933), a story of student life in the sixteenth century.

All these novels are set in a real or thinly-disguised Cambridge, so perhaps the claim that 85 per cent of university novels dealt with Oxford is simply an unfortunate example of the bias that so often distorts the relations between these two ancient institutions.

On a small point of accuracy, surely Tom Sharp's university novel is not *Wilt*, which as I recall was set in the "Penland Technical College", but rather *Porterhouse Blue*.

Yours faithfully,

ANDREW BELSEY,

University College, Cardiff.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.